DOCUMENT RESUME

ED 419 387	FL 025 196

TITLE	Cover to Cover: A Guide to Foreign Language Programs, Instruction and Resources.
INSTITUTION	North Carolina State Dept. of Public Instruction, Raleigh. Instructional Services.
PUB DATE	1997-00-00
NOTE	310p.
PUB TYPE	Guides - Classroom - Teacher (052)
EDRS PRICE	MF01/PC13 Plus Postage.
DESCRIPTORS	Classroom Techniques; Course Evaluation; *Curriculum Design; Curriculum Development; Disabilities; Distance Education; Educational Research; Elementary Secondary Education; English (Second Language); Graduation Requirements; Higher Education; Instructional Effectiveness; Instructional Materials; International Educational Exchange; Media Selection; Parent Participation; Professional Associations; School Business Relationship; School Community Relationship; Second Language Instruction; *Second Language Programs; *State Standards; *Student Evaluation; Student Motivation; Study Abroad; Teaching Methods; Teaching Skills; Travel
IDENTIFIERS	North Carolina

ABSTRACT

The guide is intended as a resource for North Carolina teachers and administrators concerning second language education. Part 1 offers a rationale for second language education, and provides specific reasons for studying French, German, Latin, Spanish, and uncommonly taught languages. Part 2 describes instructional program models for elementary and middle schools, outlines state high school graduation and academic degree requirements, describes advanced placement courses, outlines the international baccalaureate program, and provides data on language offerings of higher education institutions in the state. Part 3 examines the characteristics of effective language teaching, instructional design, and program design at each instructional level, including distance education and English-as-a-Second-Language teaching. Part 4 provides guidelines and suggestions for curriculum planning and instructional design, and part 5 discusses sources for additional information and guidance about supplementary curriculum materials. Part 6 focuses on teaching strategies and techniques for the general population and for early adolescents, students with disabilities, and multi-level classes. The final section lists additional organizational and information sources, including professional organizations, publishers, Internet addresses, international exchange and travel resources, and technology resources. Includes a 48-item bibliography. (MSE)

****
*   Reproductions supplied by EDRS are the best that can be made   *
*   from the original document.   *
****

FL

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☑ This document has been reproduced as received from the person or organization originating it

☐ Minor changes have been made to improve reproduction quality

- Points of view or opinions stated in this document do not necessarily represent official OERI position or policy

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL HAS BEEN GRANTED BY

E. Brumback

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

1

ED 419 387

Cover to Cover

Cover to Cover

a Guide to Foreign Language Programs, Instruction and Resources

Public Schools of North Carolina
State Board of Education • Jay Robinson, Chairman
Department of Public Instruction • Mike Ward, State Superintendent
301 North Wilmington Street • Raleigh, North Carolina 27601-2825

FL025196

BEST COPY AVAILABLE

State Board of Education

Jay M. Robinson
Chairman
Wilmington

Prezell R. Robinson
Vice Chairman
Raleigh

Kenneth R. Harris
Chairman Emeritus
Charlotte

Dennis A. Wicker
Lieutenant Governor
Raleigh

Harlan E. Boyles
State Treasurer
Raleigh

Kathy A. Taft
Greenville

Margaret B. Harvey
Kinston

Evelyn B. Monroe
Pinehurst

Robert R. Douglas
Asheville

Jane P. Norwood
Charlotte

Eddie Davis, III
Durham

301 N. WILMINGTON ST.
RALEIGH, NC 27601-2825

Cover to Cover

Cover to Cover

a Guide to
Foreign Language
Programs, Instruction
and Resources

Evaluation Form

After you have read this document, please take a moment to let us know if this *Guide to Foreign Language Programs, Instruction and Resources* meets your expectations.

1. Is the information included in this document useful?

2. Do you have any suggestions for future publications?

3. Other comments:

4. Please circle your satisfaction rating with this publication:
(1 being low and 5 being high)

1 2 3 4 5

Use this form and/or additional sheets to record your comments and return them to:

Bernadette Morris, Foreign Language Consultant
NC Department of Public Instruction
301 N. Wilmington Street
Raleigh, NC 27601-2825
Fax: (919) 715-2229 and (919) 715-0517
E-mail: bmorris@dpi.state.nc.us

Introduction

In May of 1995, the State Board of Education developed the ABCs of Public Education, a comprehensive plan to reorganize public education in North Carolina. One of the primary focuses of the ABCs plan is to provide "better local control over educational decisions" to facilitate the implementation of excellent programs.

According to the ABCs plan, the primary role of the Division of Instructional Services within the Department of Public Instruction is to design, develop and enhance the curriculum. As part of this effort, the Division is developing and publishing a variety of curriculum support documents and other products. *Cover to Cover: A Guide to Foreign Language Programs, Instruction and Resources* is part of this series.

Cover to Cover: A Guide to Foreign Language Programs, Instruction and Resources is designed to provide assistance to foreign language teachers and administrators by addressing their concerns about foreign language teaching and by providing an accessible list of a variety of resources. This document is divided into the following sections: rationale and research in support of foreign languages, program models and requirements, characteristics of effective programs, curriculum planning, selected strategies, and resources.

It is hoped that this document will help foreign language teachers and administrators increase their schools' capacity to implement quality programs in foreign language education and that it will provide them with the resources needed for doing so.

Table Of Contents

PART I: FACTS, RATIONALE AND RESEARCH

1. What Does Research Report About Foreign Languages 3
2. Why Study a Foreign Language? 7
3. Why Study French? 10
4. Why Study German? 13
5. Why Study Latin? 15
6. Why Study Spanish? 17
7. Why Study the Less Commonly Taught Languages ? 18
8. Involving Parents, Administration and Community 20

PART II: MODELS AND REQUIREMENTS

9. Contrast Between Communicative and Grammar-Based Instruction 27
10. Program Models for the Elementary and Middle Grades 29
11. NC Graduation Requirements and NC Academic Scholars Program 32
12. Advanced Placement Courses 35
13. International Baccalaureate 43
14. Survey of NC Institutions of Higher Education 45

PART III: CHARACTERISTICS OF EFFECTIVE FOREIGN LANGUAGE PROGRAMS AND TEACHERS

15. Foreign Language Principles 55
16. Characteristics of Effective Foreign Language Instruction at the Elementary, Middle, and High School Levels 56
17. Criteria for Evaluating an Elementary Foreign Language Lesson 66
18. Classroom Behaviors of the Outstanding Teacher 67
19. The Teacher Performance Appraisal Instrument and the Foreign Language Teacher .. 69
20. Characteristics of Effective Foreign Language Distance Learning Programs 71
21. Foreign vs. English as a Second Language 74

PART IV: CURRICULUM

22. Local Curriculum Planning 81
23. Unit Design 88
24. Sample Units 94
25. Assessment of Performance in the Foreign Language Class 117

PART V: CURRICULUM SUPPLEMENTARY MATERIALS

26. Second Language Goals and Objectives 131
27. Standards for Foreign Language Learning 136
28. ACTFL Proficiency Guidelines 138
29. The ABCs and Foreign Language Education 147
30. Implementing the ABCs in Randolph County: A Staff Development Activity.... 148

PART VI: STRATEGIES

31. Classroom Organization, Behavior Management and Instructional Delivery 153
32. Motivation and the Foreign Language Student 172
33. Foreign Languages and the Early Adolescent Learner 191
34. Teaching Foreign Languages to Students with Disabilities 204
35. Teaching Combined-Level Classes 213
36. Suggestions for the Cooperating Teacher 218

PART VII: RESOURCES

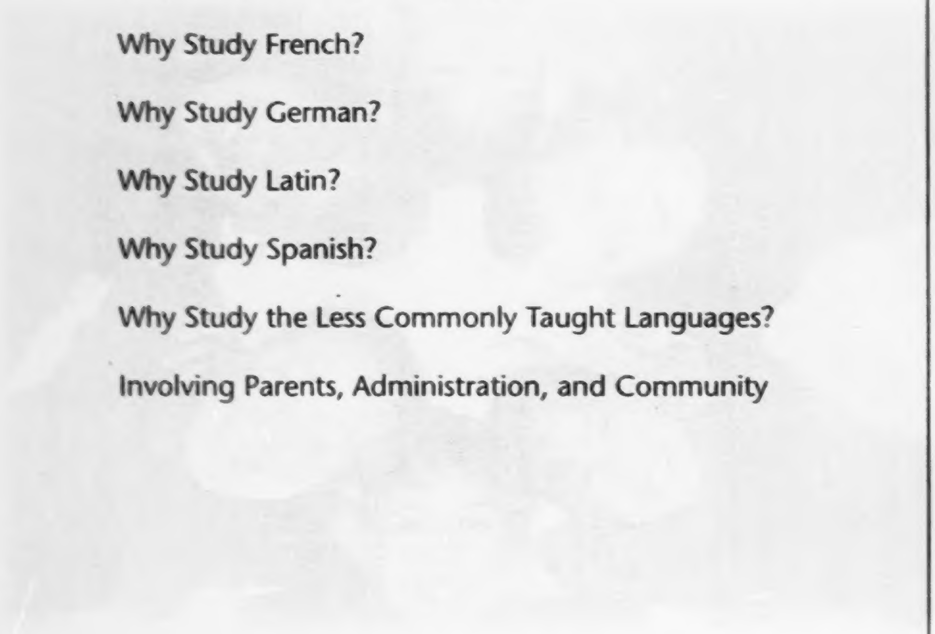
37. NC DPI Foreign Language Publications 225
38. Professional Organizations 228
39. Professional Development Resource Personnel 233
40. NC Foreign Language Textbook Adoptions 236
41. Criteria for Selecting Textbooks 242
42. NC Foreign Language Collaboratives 252
43. International Firms in the State 253
44. National Honor Societies 254
45. List of Publishers 255
46. Internet Addresses 269
47. Travel Opportunities 275
48. Exchange and Study Abroad Programs 276
49. Language and Multi Media Labs 280
50. Foreign Language Software Resources 282
51. Miscellaneous Addresses 288

GLOSSARY 297
BIBLIOGRAPHY 301

Cover to Cover

Part I

Facts, Rationale and Research



1. What Does Research Report About Foreign Languages?
2. Why Study a Foreign Language?
3. Why Study French?
4. Why Study German?
5. Why Study Latin?
6. Why Study Spanish?
7. Why Study the Less Commonly Taught Languages?
8. Involving Parents, Administration, and Community

What Does Research Report About Foreign Languages?

I. FOREIGN LANGUAGES IN THE ELEMENTARY SCHOOLS

Pronunciation Children have the ability to learn and excel in the pronunciation of a foreign language (Dulay and Krashen; Krashen and Long, et al.; Krashen and Terrell).

Higher Scores Children who have studied a foreign language in elementary school achieve expected gains and even have higher scores on standardized tests in reading, language arts and mathematics than those who have not (Masciantonio, 1977; Rafferty, 1986).

In the area of language arts, students of second languages are thought to improve their reading comprehension in the native language and also score higher in reading achievement, including vocabulary, cognitive learning, and total reading ability (Masciantonio, 1977; Rafferty, 1986).

Listening Skills Foreign language study has been shown to enhance listening skills and memory (Rattle, 1968), and the development of second language skills can contribute a significant additional dimension to the concept of communication.

Basic Skills *The Louisiana Report: Second Language Study Improves Basic Skills* (Rafferty, 1986). The results of this study indicate that regardless of their race, sex, or academic level, students in foreign language classes outperformed those who were not taking foreign language on the third, fourth, and fifth grade language arts sections of Louisiana's Basic Skills Tests. Foreign language study appears to increase the scores of boys as much as girls, and blacks as much as other races. This finding supports the notion that, beginning as early as third grade, second language study facilitates the acquisition of English language skills.

Cognitive Development

Children who have studied a foreign language show greater cognitive development in such areas as mental flexibility, creativity, divergent thinking and higher order thinking skills (Foster and Reeves, 1989; Landry, 1973; Rafferty, 1986; Ginsburg and McCoy, 1981).

With respect to cognitive abilities, Ginsburg and McCoy (1981) cited research findings to support that when students learn another language at the elementary level and there is good program articulation, second language students advance more rapidly than monolingual students in cognitive abilities, independent of IQ.

Regarding creativity, in the Landry (1973) and Kessler and Quinn (1980) studies, students who studied a second language in elementary school scored significantly higher on tests of divergent thinking as measured in terms of figural fluency and figural flexibility independent of age and IQ.

Cultural Pluralism

Children who have studied a foreign language develop a sense of cultural pluralism, openness to and appreciation of other cultures (Carpenter and Torney; Hancock and Lipton et al.; Lambert and Tucker).

Self-Concept

Children studying a foreign language have an improved self-concept and sense of achievement in school (Genesee; Holobow et al.; Masciantonio).

Previous Knowledge

Second language learning in the elementary school, especially at its beginning stages, is less dependent on previous verbal learning than are most other elements of the curriculum. This factor allows some students to succeed who have otherwise experienced repeated failure in school. In a recent study (Holobow et al. 1987) working class students did just as well in French as middle class students even though their English skills were not as good.

Conclusion

Concerns about achievement in the "basics" are voiced by educators and parents involved with FLES programs. They assume that taking time out of the school day for foreign language may detract from achievement in other subject areas. The issue of foreign language study and achievement has been investigated repeatedly with similar results: study of a foreign language in elementary school has no negative effects on achievement in other areas. Quite the contrary, considerable evidence is available that the achievement of students in such programs equals, if not surpasses, that of their peers (Donoghue, 1968). Significantly, such data include urban, integrated school populations.

II. FOREIGN LANGUAGES IN THE SECONDARY SCHOOLS

SAT Scores

During the past several years, data from the Admissions Testing Program of the College Board definitely show a positive correlation between SAT scores and the study of foreign languages. According to *Profiles, College-Bound Seniors*, 1981, a publication of the Admissions Testing Program, of 922,919 seniors tested, 13.6 percent had taken no foreign language courses. For this group the mean SAT score on the verbal portion of the test was 366; on the math portion it was 409.

Length of Study

Students who had taken only one year of a foreign language had slightly higher SAT scores with 378 on verbal and 416 on the math. Increases for students who had taken two years of foreign language, however, were more dramatic: 417 on the verbal and 463 on the math. These scores represent increases of 14 and 13 percent, respectively, over the scores of those who had taken no foreign language.

With each additional year of language study, scores climbed higher, with 504 on the verbal and 535 on the math sections being average for students who had five or more years of foreign language study. Additional correlation were calculated for English, math, biological sciences, physical sciences, and social studies. With the exception of students who had taken two years of biological sciences, all students achieved higher verbal and math scores the longer they studied any of these subjects.

The most interesting piece of information for us, though, is that *the verbal scores of students who had taken four or five years of foreign language were higher than the verbal scores of students who had taken four or five years of any other subjects.*

Data from *Profiles, College-Bound Seniors*, 1984 and 1990, tell essentially the same story. Again, sheer time spent taking a subject appears to relate to a better test score, and concentration on foreign languages for periods of four or more years results in the highest SAT-verbal average of any of the subject group.

(*The Modern Language Journal* Volume 71, Number 4, Winter 1987 "Foreign Language Study and SAT-Verbal Scores." Thomas C. Cooper)

ACT and Foreign Languages

A study by Olsen and Brown (1989) supports that English and mathematics performance levels of students who have studied a foreign language in high school are higher than those of students who have not. In prior research that controlled for variations in students' ability, the English and math performance levels of students who had studied a foreign language tended to be higher than those of students who had not. (Wiley; Eddy; Bastian; Timpe; Skelton; Olsen and Brown).

Further and more detailed study of interrelations among parts might reveal, as suggested by Jarvis, that the mental processing skills required to do mathematics problems are also developed by language processing and vice versa.

Career Development

The Nebraska Foreign Language Frameworks (1996) states that "learning a foreign language provides a competitive edge in career choices in today's and tomorrow's world. The foreign language experience enhances cultural sensitivity and provides linguistic insights necessary for citizens in a worldwide community."

Conclusion

The often-noted positive correlation between length of foreign language study and college admission test scores does, upon closer examination, seem to be related to something inherent in language study itself which contributes to the development of native language skill. In order for transfer of learning to occur one condition must be met: foreign language study must extend over several years. As every teacher knows, development of language skills is a long and arduous process fraught with many difficulties. The reward, improvement of English skills, ought to be a strong enough argument to convince school administrators to institute programs that will enable students to take a long sequence of a foreign language, be it French, German, Spanish, Latin or others.

chapter 2

Why Study A Foreign Language?

Introduction

There are a number of reasons for studying a foreign language: Business reasons, social reasons and academic reasons. In 1980, Representative Paul Simon of Illinois wrote a book titled *The Tongue Tied American,* in which he pointed out some of the following information.

Business Reasons

The study and knowledge of another language has a great deal of influence on the economy of the U.S. and on international trade.

- Each year, 200,000 Americans lose out on jobs with business because they do not know another language.
- Additionally, one third of all the corporations in the U.S. are either owned or based abroad.
- One out of every six production job in the U.S. depends on foreign trade.
- Six out of the ten largest banks in California are controlled by British and Japanese interests.
- One half of the top profit making companies on *Fortune* magazine's "500" list are foreign-controlled.
- The U.S. government employs 30,000 people with working knowledge of a foreign language.
- Four out of five new jobs in the United States are created as a result of foreign trade.
- One in twenty Americans worked at foreign-owned American companies in late 1990. Their paychecks averaged 20 percent more than those of the nation's overall private workforce.
- U.S. airlines have difficulty finding personnel with foreign language skills.
- The majority of American employers, according to a national survey, consider the command of a foreign language a useful skill.
- Eight hundred and fifty-six (856) radio stations in the United States broadcast in fifty-eight (58) foreign languages.
- Twenty million foreigners travel annually the to the U.S. and expect foreign language skills from Americans. They spend $8 billion in the U.S.

- The U.S. is the third largest Spanish speaking country in the world.
- Fifty percent of all the jobs for the 21st century have not been created yet. What is known is that communication will be central to the majority of these jobs.
- In NC alone there are over 800 international firms. The United Kingdom, Germany, Japan, and France have the largest number of firms.
- According to the Kiplinger Washington Editors (1996), the Hispanic share of the workforce will increase by 25 percent by 2010. Asians, around 50 percent. Minorities will keep moving up the corporate ladder in the next 15 years. Managers who know how to deal with a diverse workforce will have an edge.
- "The workplace of tomorrow is a world of many cultures and languages...with new forms of global commerce we can't even imagine today" (Kiplinger Washington Editors, 1996).

Social Reasons

- It helps students develop a sense of cultural pluralism. One cannot pretend to understand another country's culture unless one knows the language. Language and culture are truly inseparable.
- It increases travel opportunities and gives a greater insight to other people's culture.
- It increases chances of meeting people from other lands.
- NC has a growing non-English speaking population. There are more than 170 languages represented in our NC schools. Over 100,000 Hispanics reside in NC. Of these, 15,000 are students who are limited English-proficient.

Academic Reasons

The study of another language impacts other academic areas.

- Data from the Admissions Testing Program of the College Board show a positive correlation between SAT scores and the study of a FL. Verbal scores of students increased with each additional year of language study. The most interesting piece of information is that the verbal scores of students who had taken four or five years of foreign language were higher than the verbal scores of students who had taken four or five years of any other subjects.

- It helps students develop greater cognitive skills in such areas as mental flexibility, creativity, divergent thinking, and higher-order thinking skills.
- The study of a FL has been shown to enhance listening skills and memory and can contribute a significant additional dimension to the concept of communication.

Conclusion

If education is a means by which to prepare students for the complicated world they inhabit, then the educational system cannot deprive students from a general education in the area of foreign language. The value of such an education not only lies in job-related advantages but also in the added dimension of an understanding of other people and cultures.

(Sources: International Westinghouse Electric Corporation, American Institute for Foreign Study, and National Council on Foreign Language and International Studies.)

chapter 3

Why Study French?

Language Facts

- Around 50 percent of English words come from the French language.
- According to the 1990 Census Bureau, there are over 10 million Americans who claim French ancestry.
- According to the 1990 Census Bureau, there are two million Americans who claim French Canadian ancestry.
- According to the Census Bureau, after Spanish, German, Chinese, and Italian, French is the language most often spoken at home.
- There are 125 million speakers of French in the world.
- Forty-four countries speak French either as an official language or as a primary language.
- In Canada, 20 percent of the population speaks French.
- Twenty-three African countries speak French as an official or as a primary language.
- According to the Federal Constitution, Switzerland has four official national languages: German (spoken by 65% of the population, French (18.4%), Italian (9.8%) and Romansh (0.8%).
- French is one of the two official languages of the Olympic games.

Academic Facts

- Students enrolled in the study of languages, including French, have higher SAT scores for each year of language studied than students who do not study a foreign language.
- Learning a new language such as French increases problem-solving skills and improves memory, self-discipline, and self-esteem.
- French is the language of many great literary masterpieces. Reading French allows the reader to enjoy these works and authors in their original form.
- Studying French helps students expand their vocabulary.
- The study of French helps with the understanding of English grammar.

Business Facts

- In North Carolina in 1995 there were thirty-eight companies owned and/or operated by the French, eight companies from Belgium, sixty-two from Switzerland, and sixty-three from Canada.
- The NAFTA treaty signed by the United States, Canada and Mexico opened the doors for additional trade and communication among those countries.

- The African market represents an untapped market for American products.
- Europe is the world's largest market; France is Europe's second largest market.
- Belgium is at the forefront of political activity and serves as residence to the European Union and the North Atlantic Treaty Organization (NATO).
- Switzerland has a highly developed economy with trading and financial relations with countries all over the world. The most important industrial sectors are engineering and electronics, chemicals and pharmaceuticals, the manufacture of precision instruments, watchmaking and the textile and food industries. Banks, insurance companies and tourism dominate the service sector.
- France has the fourth largest world economy.
- France is and has been one of the three largest investors in the U.S.
- Seven of France's top ten exports to the U.S. are industrial or high technology.
- France is the leading tourist destination in the world. More people annually visit France than live in France.
- France is the hub and crossroads of Europe.
- For the past twenty years, France has dominated the market for new communications systems.
- France is the second largest exporter of services and agricultural products, and first in wine production. It ranks first in auto production.
- France is No. 1 in sales of luxury goods - Chanel, Dior, Louis Vuitton, Moet-Hennessy, etc.
- More than three-fourth of Canada's exports are directed towards the U.S.

(Facts on France collected from the FL TEACH national listserv, August 1996)

Science Facts

Considering a career in science or medicine? Over the centuries, France has played a leading role in the scientific world.

1794 Smallpox Vaccine (Rabaud-Pommier)
1811 Morphine (Bernard Courtois)
1811 Iodine (Bernard Courtois)
1815 Stethoscope (René Laennec)
1818 Hydrogen Peroxide (Louis Thénard)
1820 Quinine (Pierre Pelletier and Joseph Caventou)
1853 Aspirin (Charles Gerhardt)
1865 Pasteurization (Louis Pasteur)

1885	Rabies Vaccine (Louis Pasteur)
1889	Antibiotics (Vuillemin)
1889	Typhus Vaccine (André Chantemesse and Fernand Widal)
1896	Radioactivity (Henri Becquerel)
1898	Radium (Marie Curie)
1905	Intelligence Test (Alfred Binet and Théodore Simon)
1906 -1923	BCG-a Tuberculosis Vaccine (Albert Calmette and Camille Guérin)
1934	Artificial Radioactivity (Frédéric and Irène Joliot-Curie)
1983	Isolation of HIV Virus (Luc Montagnier in France and Robert Gallo in the U.S.)

(Compiled from the American Association of Teachers of French)

chapter 4

Why Study German?

Business Facts

A team from Georgia Tech recently investigated the expectations businesses and industries in the Southeast have concerning academic programs. Three hundred and sixty-three companies responded. In addition, they interviewed over two dozen CEOs and other senior officials.

- Of the CEOs and senior officials interviewed, 48 percent deemed knowledge of a foreign language very important.
- For 52 percent of the companies Western Europe is region No. 1 today.
- There are more than 1,100 German companies in America.
- German firms employ more than 500,000 people in the U.S.
- In 1995, North Carolina had one hundred and fifty-three companies owned and/or operated by Germans.
- Over seven hundred and fifty American companies are in Germany.
- All the companies with a German connection prefer that their employees speak German.
- In 1994, the U.S. was Germany's third largest export market.
- Germany was the fifth largest export market for the U.S. during 1994.
- In 1994, the U.S. was the second largest foreign direct investor in Germany behind Switzerland.
- Switzerland has a highly developed economy with trading and financial relations with countries all over the world. The most important industrial sectors are engineering and electronics, chemicals and pharmaceuticals, the manufacture of precision instruments, watchmaking and the textile and food industries. Banks, insurance companies and tourism dominate the service sector.

Academic Facts

- German is recommended for majors in music, science, art, business, and math at the college level.
- One hundred and fifteen German higher education institutions have reached a total of five hundred and fifty cooperation agreements with American colleges and universities.
- In 1992, more than 1,000 American scholars went to Germany on federal government-sponsored exchange programs.

- On an average, each year 7,000 American high school students visit Germany, participating in programs sponsored by the American and German governments.
- In 1994, German government sources donated some $4 million to German language projects in the U.S.
- The AATG provides classroom materials and teacher training to its members.
- Teachers can receive assistance from the Goethe Institut.
- Germany's educational system is the model for recent U.S. interest in technical and apprentice training and school-to-trade partnerships.

Tourism Facts

- One fourth of the tourists in the U.S. are German speaking.
- Germany is the second most popular European destination for American tourists.

Military Facts

- Germany is the most important partner within NATO.
- The U.S. air bases in Germany played a major role in the Gulf War.
- Most American peacekeepers in Bosnia are stationed in Germany.

Science Facts

- Germany leads Europe in many scientific fields.
- Germany is a European leader in environmental research.
- Many articles in the sciences are written in German.
- Almost half of all the pharmaceuticals used in the U.S. come from Germany or Switzerland.
- Ultra-sound, MRI, X-rays and blood typing came from Germany.

Language Facts

- German is spoken by approximately 130 million people all over the world.
- German and English are both Germanic languages. Knowledge of one helps with the other.
- Almost two hundred of the most common English words are German.
- The Census Bureau reported that one American in four is of German ancestry.

chapter 5

Why Study Latin?

If you have heard that Latin is a dead language - impractical, irrelevant, difficult and only for scholars, forget it. Those things are simply not true. Latin has something important to offer every student.

Language Reasons

- More than 60 percent of our English vocabulary is derived from Latin. The technical vocabularies of such disciplines as medicine, law, astronomy, art history, and music are largely Latin based.
- Romance languages like French, Italian, and Spanish are the "living versions" of Latin. Latin is an excellent preparation for the study of these modern languages.
- Building a strong English vocabulary is a natural by-product of the study of Latin.

Academic Reasons

- The SAT Verbal average for students taking the Latin Achievement Test is consistently higher (166 points) than the national average for all students. If you study Latin long enough, you can improve your general verbal skills.
- Colleges and universities which have foreign language entrance requirements usually accept Latin as readily as they accept modern languages.
- Latin helps the students with their reading, writing, and spelling abilities.
- Latin fosters a better understanding of English, especially English grammar. "Latin with all its inflections forces students to focus their attention on language and grammar. It opens their minds to the existence and purpose of grammar" (Luschnig).
- The study of Latin offers a unique opportunity to look at the nature of language itself.
- "The classics of Latin literature have had a significant influence on European, English, and American literature and are eminently worth reading for themselves" (Davis). The study of Latin allows the access of famous works in their original language.

Other Reasons

- "The study of Latin is the study of Roman and usually Greek civilization – the foundations on which all western societies are based. Through Latin, students have an efficient and direct means of discovering and claiming their cultural heritage" (The American Classical League).

- Latin affords students many extracurricular activities. The Junior Classical League – a national student organization with a membership of over 54,000 – provides many opportunities for field trips and special projects.

chapter 6

Why Study Spanish?

Language Facts

- Spanish is spoken by approximately 377,600,000 people all over the world.
- There are twenty-five countries in the world who speak Spanish either as an official language or as a primary language.
- The U.S. is the third largest Spanish speaking country in the world. According to the 1990 Census Bureau, Spanish is the language most often spoken at home after English. It comes ahead of German, Chinese, Italian, and French.
- The 1990 Census Bureau reported more than 100,000 Hispanics living in North Carolina. Numbers are estimated to have doubled since that time.
- There are approximately 15,000 students in North Carolina who are limited English-proficient. Spanish-speaking students form the largest group.

Academic Facts

- The study of Spanish helps with the understanding of English grammar.
- Studying Spanish helps students expand their vocabulary.
- Students enrolled in the study of languages, including Spanish, have higher SAT scores for each year of language studied than students who do not study a foreign language.
- Learning a new language increases problem-solving skills and improves memory, self-discipline, and self-esteem.
- Spanish is the language of many masterpieces which can be accessed in the original version by speakers of Spanish.

Business Facts

- In North Carolina, police officers, judges, lawyers, nurses, hospital staff, social workers, and others are enrolling in Spanish classes to be more effective in their jobs.
- South America represents a growing market for American companies.
- The NAFTA treaty with Mexico, Canada and the United States opened the doors for additional trade and communication among these countries.
- South America is one of the favorite destinations of American tourists.
- According to the Kiplinger Washington Editors, the Hispanic share of the workforce will increase 25 percent by 2010.

chapter 7

Why Study the Less Commonly Taught Languages (LCTLs)?

Language Facts

- The Less Commonly Taught Languages does not mean less commonly spoken. The term Less Commonly Taught Languages refers to all languages outside of French, German, and Spanish. Russian, Japanese, and Chinese are the LCTLs most often taught in NC public schools.
- Some of the LCTLs are spoken by large numbers of speakers throughout the world. One hundred and twenty million people speak Japanese. China is one of the world's largest countries in area and its population exceeds one billion people.
- Arabic is the official language of twenty-one countries in the Middle East and North Africa, and is spoken by about one hundred and eighty-five million people.
- The study of languages including the LCTLs sharpens the students' understanding of languages in general and enables students to use their native language more effectively.
- Between 1980 and 1990, Japanese enrollments mushroomed by 297 percent at the collegiate level. Enrollment in Chinese grew by 72 percent. Russian experienced an 85 percent increase.

Business Facts

- Attempts to implement free trade agreements such as NAFTA and GATT could be jeopardized by limited U.S. ability to communicate with clients in different cultures.
- The overwhelming emphasis on Western European languages – they still comprise more than 95 percent of all language enrollment – limits our national capacity to deal with an increasing polycentric world (Walton, 1992).
- There are one hundred and thirty-seven Japan-owned firms in NC. Japan has more firms in NC than any other country.
- Students in the LCTLs find their marketable skills considerably enriched by their knowledge of a LCTL.
- There has never been a more advantageous time to be a student of Slavic languages. Opportunities for employment for students of Slavic studies have increased significantly over the past decade.

- College registrations are showing an increase in the enrollment of students of Chinese and leveling off in Japanese during the first half of the 1990s (Modern Language Association of America, 1996).

Program Planning

Following are special considerations specific to program planning in the LCTLs.

- Few colleges and universities nationwide have teacher preparation programs in the LCTLs making the selection of qualified personnel more challenging. Most often, teachers have not received training in LCTLs methods because of the lack of established programs (Walker).
- Materials and resources in the LCTLs are more scarce than they are in the traditionally taught languages for all levels of instruction and especially K-12. Few textbooks have been developed with high school students primarily in mind, most are geared toward college students.
- "There are few guides available to assist teachers in designing their curricula. While teachers of French, German, Latin, or Spanish have a fairly clear idea of what a first-, second-, or third-year class of students should be learning and accomplishing" (Walton, 1992), this is not true for teachers of the LCTLs.
- The difficulty of the LCTLs as measured by the Foreign Service Institute (FSI) will affect the level of proficiency reached by the students. Category 1 includes French, German, and Spanish while Category 4 is composed of the most difficult languages of Arabic, Chinese, Japanese, and Korean. The more difficult the orthography, the longer it will take to reach proficiency (Walker).
- There is a lack of agreement among teachers of the LCTLs, and specifically Chinese and Japanese, on the skills to be introduced first, the types and number of characters to be learned, the transcription system to be used, and the grammatical features to be introduced.

chapter

8

Involving Parents, Administration and Community

Introduction

Building community support is essential to the survival of foreign language programs. At a time of renewed focus on the basics (reading, writing, and math), foreign language teachers are having to resume their efforts to justify their program.

To advertise their foreign language program, teachers will want to target the parents, other classroom teachers and administrators as well as the community at large.

Parents

Parents can be the strongest supporters of the program. Often, they are the first to spread the good word about their child's foreign language program and teacher. Their support is strongly influenced by their knowledge of the program: its goals and expectations, as well as the experiences the students are undergoing. Teachers can inform their students' parents by implementing some of the following suggestions:

- Send the student's work home (tapes, drawing, tests, etc.). Students are the best public relations resources.

- Plan for parents to visit the school and attend some of the classes.

- Inform parents and students of the goals for the class. The more they know about your classroom expectations, the more supportive they will be. This can be done by sending them a letter with a list of things students will be able to do with the language. Make sure the list is not solely a list of vocabulary topics but instead include statements such as: I can ask what time it is and I can tell what time it is, etc.

- Send regular reports to parents, not only report cards with grades but also letters detailing some of the activities. Ask for their assistance to help you with some of the more involved projects.

- Inform parents when students are not doing well. Do not wait until the report cards go out. Enlist their cooperation as soon as possible.

Do not limit your calls to the parents of the students experiencing difficulties. Also call the parents of the students who are doing well to let them know that you enjoy teaching their children. Their responses will amaze you.

- Include an article in the school's newsletter on a regular basis. If there is no school newsletter, have your students participate in the creation of their own.

Changes in Languages

Guidance counselors, administrators, and other classroom teachers can also become strong supporters of the program. Often, their view of foreign languages is influenced by their own experiences in learning the language. In recent years, a great many changes have taken place. Brain research tells us that the most appropriate time to learn a language is at the earliest age possible. Changes in methodology have also influenced the way we teach. There is no longer a heavy reliance on the grammar-translation approach nor on the memorization of dialogues.

Working with Administrators Counselors and Teachers

Learning a language today is synonymous with learning to communicate. It is unrealistic to assume that these professionals have kept up with foreign language research, trends, and benefits of language study; therefore, it becomes the role of foreign language teachers to inform them and keep them current on the students' progress. Following are a few suggestions for doing so:

- At the beginning of the school year, make a presentation about your program to the entire faculty.
- Meet with the guidance counselors to discuss the value of learning another language. Provide them with current research about the benefits of language learning. Select the research which is most relevant to your level of assignment (i.e., focus on literacy at the elementary level, SAT scores at the secondary level, etc.)
- Make sure that your principal is aware of your goals and methodology for teaching the language.
- Conduct regular assessments of students so that parents, administrators and board members can "see" the progress made by the students.
- Evaluate the program continuously. Report to the administration and collect data to justify any proposed changes.

- Stage a play or skit to show off to parents and school officials what the students have learned and can do with the language. Be careful not to trivialize the program by limiting yourself to songs and dances. The public, which does not always understand the role of singing and dancing in language learning, may interpret this as fluff.

The Community

To encourage the participation of community leaders in the foreign language program, teachers may want to:

- Organize a foreign language night or plan language-specific evenings and invite the community.
- At the higher levels, have panel discussions with students and professionals who use their language.
- Cooperate with the PTA. Publish a newsletter for PTAs including students' work or ask to be on the agenda to keep languages visible.
- Write articles for local newspapers/press releases on noteworthy programs.
- Encourage others to do the same, network.
- Inform the entire community of the benefit of language learning.
- Display the students' work at a local mall.
- Join forces with local festivals.
- Become strong supporters of ALL languages.

Community Resources

The community offers endless resources which can become an integral part of the foreign language program. Following are some suggestions for making good use of community resources.

- Invite native speakers or people who have visited (or lived in) the target culture to speak to your students, to show films, videos, or slides taken during their trip.
- Start a pen pal (or electronic pal) system with a neighboring school whose students are studying the same language or with a school in a foreign country.

- Inquire to see if a local museum conducts tours in the target language. The NC Museum of Art in Raleigh arranges guided tours in selected languages.
- Get to know local restaurant owners specializing in foods associated with the counties studied. They may prepare a special menu to celebrate a holiday.

Advocacy

Following are some suggestions for advocacy activities which will help sell the program.

- Arrange one-on-one meetings with teachers, parents, administrators, legislators.
- Write letters to the appropriate decision-makers.
- Call the appropriate decision-makers.
- Compile rationale for programs and distributing it to decision-makers.
- Meet with appropriate decision-makers to programs where students can demonstrate their proficiency.
- Arrange media coverage: guest editorials, letters to the editor, invite a reporter to the classroom.
- Organize joint meetings with language associations and business groups and others who can further the cause.
- Write letters to local school boards and local political representatives for support.
- Share information with the community about the benefits of languages learning.
- Send letters to the editor of a local newspaper.
- Call the legislative hotline.
- Contact business and industries for support.
- Communicate with PTAs.
- Attend legislative hearings or public forums.

- Appear on radio/TV shows.
- Organize a group to visit legislators.

(Thomas and Winz, 1996)

Additional Information

For additional information, help and/or action on advocacy and for purchasing the pamphlet North Carolina and Foreign Languages: A Worldly Combination (25 cents), contact the following persons at the FLANC/ASLINC committee:

Dr. Burgunde Winz
Department of Foreign Languages
Meredith College
3800 Hillsborough Street
Raleigh, NC 27607
(919) 829-8420
winzb@meredith.edu

or

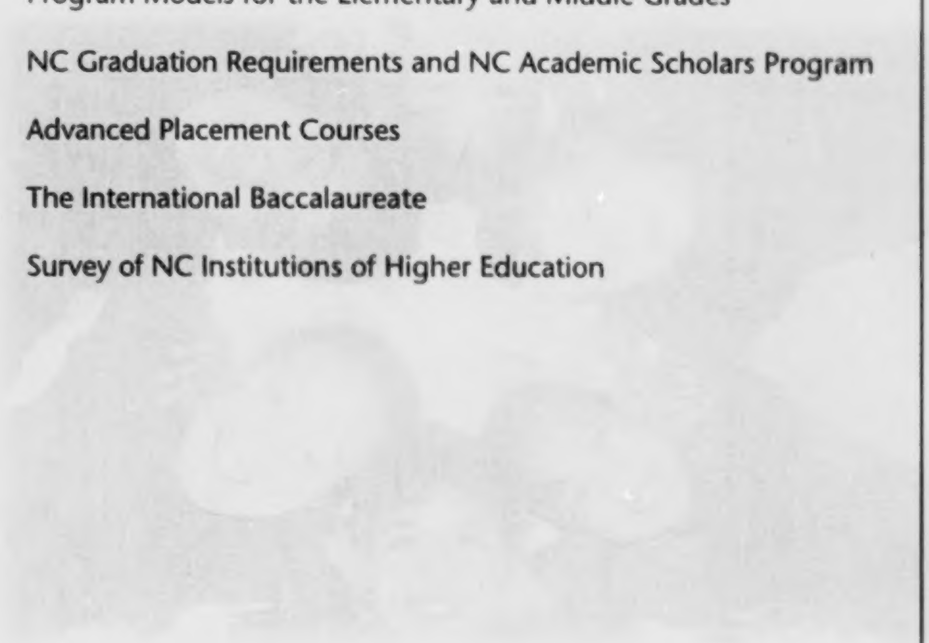
Sylvia Thomas
South East Halifax High
Route #1, Box 206
Halifax, NC 27839
(919) 445-2027, ext. 22

Cover to Cover

Part Two

Models and Requirements

9. Contrast Between Communicative and Grammar-Based Instruction
10. Program Models for the Elementary and Middle Grades
11. NC Graduation Requirements and NC Academic Scholars Program
12. Advanced Placement Courses
13. The International Baccalaureate
14. Survey of NC Institutions of Higher Education



BEST COPY AVAILABLE

Contrast Between Communicative And Grammar-Based Instruction

COMMUNICATIVE INSTRUCTION	GRAMMAR-BASED INSTRUCTION
1. *Acquisition* - It is unconscious and similar to first language acquisition. It is effortless. The target languages is used exclusively.	1. *Learning* - It is conscious and involves formal knowledge of the language. It is learning about the language. Instruction often takes place in English and the target language is used for practice of structures.
2. *Functionally Driven* - It deals with meaningful, purposeful communication. Grammar is introduced as a tool to facilitate communication. Students develop an implicit knowledge of the rules governing the language.	2. *Rule-Governed* - It is based on the practice of grammatical points Language is broken down and analyzed. It involves rote memorization and has no communicative purpose. Knowledge of the language is explicit, rules are introduced for their own sake and incorporate translation exercises. Grammar driven teachers are often concerned about "covering" the textbook.
3. *Concrete* - It allows students to speak about their own lives and interests. The inclusion of concrete referents where a student can hear, feel, or smell, makes a new language understandable to beginning students.	3. *Abstract* - It consists mostly of abstract data and impersonal facts which have no relevance to the life of the learner. It does not offer the kind of sensory support needed to facilitate comprehension.
4. *Spiral* -Concepts are reintroduced and expanded and may be used in a wider variety of contexts.	4. *Linear* - Concepts are introduced once in their entirety and mastery and accuracy is expected right away.
5. *Comprehension precedes production* - There is a silent period. The value of speaking is not what you say, but what people say to you.	5. *Early production* is expected.
6. *Fluency* - Speech emerges naturally, gradually, on its own and in stages. Students are encouraged to take risks to experiment with the language. Error correction is selective.	6. *Accuracy* - Focus is placed on the accuracy of a message rather than on its content. Indiscriminate and constant error correction inhibits student from using the language.

7. Second language is the *medium of instruction.* Teachers use the target language and encourage students to get the message in the target language rather that resorting to translation.	7. Second language is the *object of instruction.* Teachers use "concurrent translation" therefore preventing students from making the effort to understand the language.
8. *Personalize* - Vocabulary and structure are taught in context and in relation to meaningful situations.	8. *Memorize* - Vocabulary and structures are taught in isolation and involve rote memorization. Heavy reliance on mechanical drills does not ensure that the students can use the structures in communication.
9. *Listening and speaking* are introduced first and reading and writing follow.	9. *Reading and writing* are the focus of instruction.
10. *Culture is introduced in the target language.* Cultural activities correspond to the level of language developed by the students and integrate the four language skills. Culture and language are not separated. Culture topics reflect the interests and needs of the students.	10. *Culture is introduced in English* and is often treated as an extra. It very often is limited to the presentation of facts and may involve some stereotyping and/or out-of-date materials.
11. *Authentic Assessment* - It is always contextual and involves assessing what students can do with the language. The four different language skills and culture are assessed.	11. *Achievement Test* - It is more discrete in nature and relies heavily on written tests. It focuses more on what students do not know.

(Adapted from a lecture by Al Rubio)

chapter 10

Foreign Language Program Models for the Elementary and Middle Grades

Introduction

There are many foreign language programs designed for English-speaking students. Each of these programs focuses on different goals and outcomes which must be taken in consideration when a school decides which program to offer.

I. Elementary Models

Foreign Language in the Elementary School (FLES)

Jane Reeves, in her article "Elementary School Foreign Language Programs" found in the ERIC Digest of September 1989, gives a brief description of FLES as follows:

> FLES programs focus less on the teaching of grammar, and more on the development of listening and speaking skills and on cultural awareness. Grammar is not ignored, but is learned indirectly rather than through direct instruction. FLES programs follow the natural sequence of language learning: understanding > speaking > reading > writing. The primary stress is on understanding and speaking. Instructional techniques appropriate for young children have been developed; physical activity and concrete experiences play an important role. Visuals, manipulatives, and realia are a crucial part of the FLES classroom, and the typical lesson plan includes songs, rhymes, games, play-acting with puppets, and other physical activities that appeal to the younger child.
>
> FLES classes usually meet two to five times a week for 20 to 40 minutes at a time. In some schools, classes begin in kindergarten and continue through 6th grade, while in other schools they begin in 2nd, 3rd, or 4th grade. The level of proficiency attained by the students is usually directly related to the amount of time they spend using the foreign language (ERIC Digest, September 1989).

Content-Based FLES

Reeves, gives the following description of content-based FLES:

> Content-based, or content-enriched, FLES differs from regular FLES in that subject content from the regular school curriculum is taught in the foreign language, thus the focus is not on (explicit) language instruction alone. Teachers integrate content learning with language development via activities where the main topics come from the regular curriculum content areas (i.e., social studies, mathematics, science) so that language is acquired in a meaningful context. These content-based activities can provide a framework for developing higher cognitive skills as well as a vehicle for both language learning and content learning. Because they spend more time using the foreign language and are exposed to a wider variety of topics, students in content-based FLES programs generally attain a higher level of proficiency that their counterparts in regular FLES programs (ERIC Digest, September 1989).

Language Immersion

In her article, "Priority: Instruction," Myriam Met describes language immersion approach as follows:

> Language immersion is an approach to foreign language instruction in which the regular curriculum is taught in the foreign language. In total immersion, the foreign language is used for the entire school day during the first two to five years. Reading is taught through the foreign language; instruction in English is introduced gradually and the amount of English is increased until the sixth grade, where up to half the day is spent in English and half in the foreign language. In partial immersion, instruction is in the foreign language for at least half the school day from the very beginning.

II. Middle School Models

Foreign Language Experience (FLEX) or Exploratory Programs

FLEX programs are most often found at the middle school level where they are also labeled exploratory programs When found at the middle grade level, they introduce the study of the foreign language for the first time and are articulated with neither the elementary nor the high school programs. They are traditionally found on the exploratory wheel and can last from a few weeks to a full year. Reeves gives the following description:

> The goals of FLEX programs are to introduce students to a foreign language and culture, and to motivate them to pursue further language study. Unlike FLES classes, where all or most of the instruction is in the foreign language, FLEX classes are usually conducted in English, with some basic communication in the foreign language. Obviously, fluency in the foreign language is not an objective. In some cases, students are exposed to one language and culture for the duration of the school year, while in others, a sequence of two or three languages may be offered in the course of the year (ERIC Digest, September 1989).

Continuation Programs

Building Bridges, the 1991 NCDPI publication on program planning at the middle level, defines continuation programs as follows:

> A continuation program is one which builds on the language skills previously acquired by the student in school, through travel and residence abroad, or family background. To be effective, the program must provide students with sequential instruction throughout the year to ensure continued development of listening, speaking, reading, and writing. In addition, culture plays an intrinsic role in the program and seeks to promote an understanding of the everyday life and values of the people in the target culture. Students progress best through daily instruction during the entire school year. When this is not possible, every effort should be made to provide instruction at least on alternate days.

Beginning Sequential Programs

Another program model featured in *Building Bridges* is described in the following paragraph.

> Middle school is an appropriate place to begin the study of a second language when students have had no previous experience with a language. Moreover, some students may choose to begin studying a new language at the middle grades. The most effective beginning programs are those which focus on proficiency. As in elementary programs, students should first develop listening and speaking skills, followed by reading and writing. Grammar should be included only on an informal basis when the need arises. Culture should center primarily on everyday customs and values. For beginning programs to be successful, instruction must be frequent, preferably every day, throughout the school year. Moreover, when students begin second language study, they must be provided the opportunity to continue that study in all subsequent grades.

chapter 11

North Carolina Graduation Requirements
Class of 1996

Number of Credits for Graduation

For the class of 1996 and those that follow, the number of credits required for graduation will total at least twenty. Whether a student's high school operates on a traditional schedule, a 4x4, or an A/B does not affect the minimum requirements needed for a diploma. (The Block: Possibilities for Instruction, p. 12).

4	Units in English
3	Units in Mathematics, one of which must be Algebra I
3	Units of Social Studies, one of which must be Government and Economics, one in United States History and one in World Studies
3	Units of Science, one of which must be Biology and one a Physical Science*
1	Unit in Health and Physical Education
6	Units designated by the LEA, which may be undesignated electives or courses from the *North Carolina Standard Course of Study*
20	Total Units

*Tentative plans are underway to include one earth environmental science unit to the science graduation requirement for the class of 2000. Students would therefore still need three (3) units in science (one in biology, one in a physical science, and one in an earth/environmental science). For up-to-date information on this science requirement, contact: Dr. Jake Brown, High School Science Consultant, (919) 715-1853.

North Carolina Academic Scholars Program

What Is It?

In March 1983, the State Board of Education approved the North Carolina Scholars Program to begin with the 1983-84 school year. In March 1990, the State Board of Education revised the program and redesignated it the North Carolina Academic Scholars Program. Students who complete the requirements for an academically challenging high school program will be named North Carolina Academic Scholars and receive special recognition.

How Will the Student Be Recognized?

The students who qualify for this special recognition:

- will be designated by the State Board of Education as North Carolina Academic Scholars.
- will receive a seal of recognition attached to their diplomas.
- will receive a seal of recognition at graduation exercises and other community events.
- may be considered for scholarships from the local and state business/industrial community.
- may use this special recognition in applying to post-secondary institutions. (Candidates are identified by the end of grade 11 and their candidacy can be included in application forms and/or transcripts sent to these institutions.)

When Does the Student Begin?

Most students should begin planning for the program before they enter grade 9 to ensure they get the most flexibility in their courses.

What Are the Requirements?

To become North Carolina Academic Scholars, students must complete the Course of Study indicated in this article. It should be noted that students must have an overall four-year grade average of B or its equivalent as determined by the local board of education.

Academic Scholars Program Course of Study

The Academic Scholars Program will consist of a single plan as outlined in the following chart:

4	Units in English
3	Units in Mathematics, (Algebra I, Geometry, Algebra II or one unit of advanced mathematics for which Algebra II is a prerequisite – three (3) units must be taken in grades 9-12)
3	Units of Science (Biology, Chemistry, Physics or one other advanced science in lieu of Physics)
3	Units of Social Studies (Government/Economics, U.S. History, and one world studies course)
2	Units in Foreign Languages (two levels of the same language)
1	Unit in Health/Physical Education
2	Additional units selected from among English, Mathematics, Science, Social Studies or Foreign Language Courses
4	Electives
22	Total Units

chapter 12

Advanced Placement (AP)

What is the AP Program?

The College Board's Advanced Placement (AP) Program is an opportunity for students to pursue college-level studies while still in secondary school and to receive advanced placement credit, or both, in college. By challenging and stimulating students, the AP Program provides access to high quality education, accelerates learning, rewards achievement, and enhances both high school and college programs.

Summer Institutes for AP Teachers

The AP Summer Teachers Institutes offer courses to provide teachers with an overview of the curriculum structure of specific Advanced Placement courses. For additional information on the institutes held in the southern region, please contact the regional office at the following address:

The College Board
Southern Regional Office
Suite 250
2970 Clairmont Road
Atlanta, GA 30329-1639
(404) 636-9465

List of AP Courses

Advanced Placement courses are available in the following languages:

AP French Language
AP French Literature
AP German Language
AP Latin: Vergil
AP Latin Literature
AP Spanish Language
AP Spanish Literature

French

AP French Language

Students who enroll in the Advanced Placement Program in French Language should already have a good command of French grammar and vocabulary and have competence in listening, reading, speaking, and writing. Although these qualifications may be attained in a variety of ways, it is assumed that most students will be in the final stages of their secondary school training and will have had substantial course work in the language.

The Course

A school's course in AP French Language, emphasizing the use of language for active communication, has for its objectives the development of

A. the ability to understand spoken French in various contexts;
B. a French vocabulary sufficiently ample for reading newspaper and magazine articles, literary texts, and other non-technical writings without dependence on a dictionary; and
C. the ability to express oneself coherently, resourcefully, and with reasonable fluency and accuracy in both written and spoken French.

The Examination

The AP French Language Examination is approximately two and one-half hours in length. It is not based on any particular subject matter but instead attempts to evaluate level of performance in the use of the language, both in understanding written and spoken French and in responding in correct and idiomatic French. Listening and reading are tested in the multiple-choice section; writing and speaking are tested in the free-response section.

AP French Literature

The Advanced Placement Program in French Literature is designed to introduce students who have advanced language skills to the formal study of a representative body of literary texts in French.

The Course

The school's course in AP French Literature has the following objectives:

A. proficiency in the fundamental language skills that enable the students to
    1. read and understand prose and verse of moderate difficulty and mature content;
    2. formulate and express critical opinions and judgments in correct oral and written French;
B. the ability to read and analyze critically and to discuss perceptively representative works of French literature.

The program is not to be construed as a formal survey of literary history, but rather as an introduction to representative works of prose, poetry, and drama from different periods. Teachers are advised to supplement the required reading list with a number of representative works in each genre.

The Examination

The Advanced Placement Examination in French Literature is approximately three hours in length. The examination measures the ability to understand, analyze, and interpret literary texts and to write competent critical essays in French. The examination includes a multiple-choice section and a free-response section.

AP Publication

For detailed information and practical suggestions on teaching the AP French Language course and the Literature course, it is strongly recommended that teachers consult the Teacher's Guide to AP Courses in French Language and the AP Teacher's Guide for Courses in French Literature which may be obtained by placing an order with:

Advanced Placement Program Dept.
E-22, P.O. Box 6670
Princeton, NJ 08541-6670

or by contacting (609) 771-7243 for further information.

German

AP German Language

The Advanced Placement German Language course is intended to be roughly equivalent both in content and in difficulty to a college German language course at an advanced level. The examination presumes a minimum of one academic year's course work in advanced language preceded by a four-year instructional sequence.

The Course

A school's course in AP German Language, emphasizing the use of the language for active communication, has as its objective the development of the following skills:

a. having a strong command of vocabulary and structure;
b. understanding spoken German in various conversational situations;
c. reading newspaper and magazine articles, contemporary fiction, and non-technical writings without the use of a dictionary;
d. expressing ideas orally and in writing accurately and fluently.

The Examination

The AP German Language Examination is approximately three hours in length. It is not based on specific subject matter but instead attempts to evaluate level of performance in the use of the language, both in understanding written and spoken German and in responding in correct and idiomatic German. Listening and reading are tested in the multiple-choice section; writing and speaking are tested in the free-response section.

AP Publication

For detailed information and practical suggestions on teaching the AP German Language course, it is strongly recommended that teachers consult the Teacher's Guide to AP Courses in German Language which may be obtained by placing an order with:

Advanced Placement Program Dept.
E-22, P.O. Box 6670
Princeton, NJ 08541-6670

or by contacting (609) 771-7243 for further information.

Latin

AP Latin: Vergil and Latin Literature

The Advanced Placement Latin comprises two courses, Vergil and Latin Literature, the aims of which are in general conformity with college Latin studies in the fourth through sixth semesters. As in all such courses at this level, the basic objective is progress in reading, translating, understanding, analyzing, and interpreting Latin in the original.

The annual examinations (Vergil and Latin Literature) have a common multiple-choice section, which tests students' ability to read and understand Latin poetry and prose at sight, and a free-response section for each course, which measures students' ability to comprehend, analyze, and interpret the literature read in the two courses.

AP Vergil Examination

The objective of the Vergil section of the examination is to test the ability of candidates to read, translate, understand, analyze, and interpret specified lines of the *Aeneid* in Latin. The free-response section of the AP Vergil Examination consists of five questions. One is a 25-minute essay question. Two questions require briefer analysis and/or discussion.

AP Latin Literature Examination

Teachers of AP Latin Literature course may choose to follow one of the three following syllabi: Catullus-Cicero, Catullus-Horace, or Catullus-Ovid. Students are tested on their ability to read, translate, understand, analyze, and interpret the required poems of Catullus along with selections from the second author studied.

The examination tests some or all of the following abilities:

1. to write a literal English translation of a Latin passage on the syllabus;
2. to explicate specific words or phrases in context;
3. to identify the context and significance of short excerpts from Catullus's poetry and selections from either Cicero, Horace, or Ovid, as indicated by the chosen syllabus;
4. to identify and analyze characteristic or noteworthy features of the authors' modes of expression, including their use of imagery, figures of speech, sound, and metrical effects (in poetry only), as seen in specific passages;
5. to discuss particular motifs or general themes not only suggested by passages but also relevant to other selections;
6. to analyze and discuss structure and to demonstrate an awareness of the features used in the construction of a poem or an argument;
7. to scan the meters specified in the syllabus.

The free-response section of the AP Latin Literature Examination consists of 12 questions, from which students answer 6 questions: 3 on Catallus and 3 on their chosen author. Of these six one is a 25-minute essay.

AP Publication

For detailed information and practical suggestions on teaching the AP Latin: Vergil and Literature courses, it is strongly recommended that teachers consult the *Teacher's Guide to AP Courses in Latin* which may be obtained by placing an order with:

Advanced Placement Program Dept.
E-22, P.O. Box 6670
Princeton, NJ 08541-6670

or by contacting (609) 771-7243 for further information.

Spanish

AP Spanish Language:

The AP Program in Spanish Language is intended for those who have chosen to develop their proficiency in all four language skills: listening, speaking, reading, and writing. Students who enroll should already have a basic knowledge of the language and culture of Spanish-speaking peoples and should have attained a reasonable proficiency in listening comprehension, speaking, reading, and writing. Although these qualifications may be attained in a variety of ways, it is assumed that most students will be in the final stages of their secondary school training and will have had substantial course work in the language.

The Course

A school's course in Advanced Placement Spanish Language covers the equivalent of a third-year college course in advanced Spanish composition and conversation. It encompasses aural/oral skills, reading comprehension, grammar, and composition. Such a course, emphasizing the use of Spanish for active communication, has the following objectives:

1. the ability to comprehend formal and informal spoken Spanish;
2. the acquisition of vocabulary and a grasp of structure to allow the easy accurate reading of newspaper and magazine articles, as well as modern literature in Spanish;
3. the ability to compose expository passages; and
4. the ability to express ideas orally with accuracy and fluency.

The Examination

The examination consists of two sections. Section I, a multiple-choice section, tests listening and reading comprehension and mastery of grammatical structure and vocabulary. Section II, a free-response section, tests the active skills of speaking and writing.

AP Spanish Literature

The Advanced Placement Program in Spanish Literature is designed to introduce students who have advanced language skills to the formal study of a representative body of literary texts in Spanish.

The Course

The Advanced Placement Spanish Literature course is intended to be the equivalent of a third-year college Introduction to Literature in Spanish, covering selected works from the literatures of Spain and Spanish America. The function of the Advanced Placement Spanish Literature course is to prepare students:

1. to understand a lecture in Spanish and to participate actively in discussions on literary topics in Spanish;

2. to do a close reading of literary texts of all genres in Spanish; and
3. to analyze critically the form and content of literary works (including poetry) orally and in writing using appropriate terminology.

The AP Spanish Program does not require the study of specific literary works, however, the Development Committee has prepared a list of appropriate works from the required authors.

The Examination

The Advanced Placement Spanish Literature Examination consists of two parts. Section I contains multiple-choice questions that test aural comprehension, literary analysis, and reading comprehension of passages (predominantly prose passages). In Section II, question 1 consists of an essay on a poem from an author not on the reading list. Question 2 is based on works of a single author.

AP Publication

For detailed information and practical suggestions on teaching the AP Spanish Language course and the Literature course, it is strongly recommended that teachers consult the *Teacher's Guide to AP Courses Spanish Language* and the *AP Teacher's Guide for Courses in Spanish Literature* which may be obtained by placing an order with:

Advanced Placement Program Dept.
E-22, P.O. Box 6670
Princeton, NJ 08541-6670

or by contacting (609) 771-7243 for further information.

Reprinted from the *Advanced Placement Course Description,* May 1997 with permission from the College Board.

Weighting for AP Courses

Under Senate Bill 43 in 1989 and the amended Bill in 1992 (SB 1028), all public schools in North Carolina are required to adopt a new standardized format for student transcripts. The University of North Carolina was charged with developing the standardized transcript in conjunction with the Department of Public Instruction and the Department of Community Colleges. The method adopted standardized academic course levels, grading scales, and weighing of course grades. This weight recognizes the high standards and academic rigor associated with the AP program and it awards two extra quality points for AP courses.

1995 AP NC Report from the College Board

		# Candidates	Rating 3-5
French	Language	144	77
	Literature	8	5
Spanish	Language	290	185
	Literature	27	19
Latin	Vergil	48	19
	Literature	40	29
German	Language	36	28

chapter 13

The International Baccalaureate

The International Baccalaureate Program is a comprehensive and rigorous two-year curriculum, leading to examinations for students ages sixteen to nineteen. Based on the pattern of no single country, it is a deliberate compromise between the specialization required in some national systems and the breadth preferred in others. The general objectives of the IB are to provide students with a balanced education; to facilitate geographic and cultural mobility; and to promote international understanding through a shared academic experience.

The IB curriculum consists of six subject groups:

Language A	(best language) including the study of selections from World Literature
Language B	(second language) or another Language A
Individuals and Societies	History, Geography, Economics, Philosophy, Psychology, Social Anthropology, Organization and Management Studies
Experimental Sciences	Biology, Chemistry, General Chemistry, Applied Chemistry, Physics, Environmental Systems, Design Technology
Mathematics	Mathematics, Mathematical Studies, Mathematics with Further Mathematics
Electives	Art/Design, Music, Latin, Classical Greek, Computing Studies, History and Culture of the Islamic World, a second subject from the Individuals and Society or Experimental Sciences group, a third modern foreign language, a School-based Syllabus approved by IBO.

All IB Diploma candidates are required to take one subject from each of the groups. At least three and not more than four of the six subjects are taken at the Higher level (minimum 240 teaching hours), the other at the Subsidiary level (minimum 150 teaching hours).

Only schools officially approved by the International Baccalaureate Organization are authorized to offer the curriculum and to present candidates for the examination. There are now some 469 member schools in 66 countries throughout the world.

The International Baccalaureate is based in Geneva, Switzerland, with administrative offices in New York, Buenos Aires and Singapore.

Additional information on the International Baccalaureate can be obtained by contacting:

International Baccalaureate North America
200 Madison Avenue
Suite 2007
New York, NY 10016
Telephone (212) 696-4464
Fax (212) 889-9242

Institutions of Higher Education

In January 1996 a survey of colleges and universities was conducted. The survey inquired about foreign language offerings, requirements and placement in institutions of higher education. Chairpersons in the forty-nine (49) four-year colleges and universities were contacted and forty-one (41) responded.

Following is the summary of the information furnished by the institutions.

All forty-one (41) colleges and universities reported offering a variety of languages; they are: Arabic, Cherokee, Chinese, Farsi, French, German, Greek, Hebrew, Hindi, Italian, Japanese, Korean, Portuguese, Spanish, Latin, Russian, Swahili, and Yiddish.

In answering the question: Does your institution have a foreign language entrance requirement? Only eleven (11) institutions noted that they had a foreign language requirement. However, most institutions added that, while there was no requirement, two years of high school study in one language were strongly recommended.

In regard to the question of placement, fifteen (15) institutions reported that they use their own test. Some institutions used the Computer Adaptive Placement Exam (CAPE) in French, German and Spanish, the MLA, or the University of Wisconsin Test. A few institutions (9) did not require nor use a placement test. In addition to the placement tests, institutions reported using other means such as tests, conferences, interviews with advisor, Oral Proficiency Interview (OPI) to ensure placement at the appropriate level. Most institutions awarded advanced placement (AP) credit for obtaining desired scores on the AP examinations.

Thirty-eight (38) institutions reported having a foreign language graduation requirement.

Thirty (30) colleges and universities reported having an undergraduate program in foreign languages/classical studies while only five (5) universities (Appalachian, Duke, UNC-Greensboro, UNC-Chapel Hill, Wake Forest) offered a graduate program in languages.

A summary by institution follows. The category listed "Special Feature (*)" is addressed at the end of this report. Specific questions about an individual program can be answered by contacting the chairperson of the particular college or university.

Name of Institution	Languages Offered	Entrance Requir.	Placement Test(s)	AP Credit	Graduation Requirement	Undergraduate Programs	Graduate Programs	Licensure A Level	G Level	Special Feature
Appalachian	Ch, Ge, Gr, Sp, L, R, Fr	No	Univ. of Wisconsin Test	Yes	Yes BA	Yes Fr, Sp	Yes MA Fr, Sp	Yes Fr, Sp	Yes Fr, Sp	*
Barton	Fr, Sp	No	MLA	Yes	Yes Engl, Hist, Relig, BA in Psychology	Yes Fr, Sp	No	Yes Fr, Sp	No	None Listed
Bennett	Fr, Sp	No	Own Test	Yes	Yes All Students Min. 2 S	No	No	No	No	None Listed
Campbell	Ge, Fr, Gr, Sp, L	No	No	Yes	Yes Coll. of Arts & Sc, Education, Business	Yes Fr, Sp	No	Yes Fr, Sp	No	None Listed
Catawba	Ge, Fr, Gr, Sp, L	No	Own Test	Yes	Yes All Students 4 S	Yes Fr, Sp	No	No	No	None Listed
Chowan	Fr, Sp	No	ACT Placement	Yes	Yes BA Degrees	No	No	No	No	*
Duke	Ch, Ge, It, Fr, P, Gr Sp, J, R, L, K, A, Hi, Fa, He, Y, Sw	No	SAT II and CBTest	Yes	Yes Comparative Areas Studies 4 S	Yes Fr, Ge, Sp, L, J	Yes MA, Ph D Fr, Sp, Ge	No	No	None Listed
East Carolina	Ge, Fr, Gr, J, Sp, L, R	No	Optional MLA test	Yes	Yes All BA	Yes Fr, Ge, Sp Minor:Classical Studies	No	Yes Fr, Ge, Sp	No	None Listed
Elizabeth City	Fr, Sp	No	No	No	Yes English Majors 2 S	No	No	No	No	*

A: Arabic, ASL: American Sign Language, Che: Cherokee, Ch: Chinese, Fa: Farsi, Fr: French, Ge: German, Gr: Greek, He:Hebrew, Hi: Hindi, It: Italian, J: Japanese, K: Korean, P: Persian, Po: Portuguese, Sp: Spanish, L: Latin, R: Russian, Sw: Swahili, Y: Yiddish

BEST COPY AVAILABLE

Name of Institution	Languages Offered	Entrance Requir.	Placement Test(s)	AP Credit	Graduation Requirement	Undergraduate Programs	Graduate Programs	Licensure A Level	G Level	Special Feature
Elon	Ch, Ge, It, Fr, Gr, J, Sp, He	Yes 2 Units	No	Yes	No	Yes Fr, Sp	No	Yes Fr, Sp	No	*
Fayetteville State	Fr, Sp	No	No	Yes	In Selected Programs	Yes Sp	No	Yes Sp	No	*
Gardner-Webb	Fr, Gr, Sp, He, ASL	No	MLA	Yes	Yes. All Degr/Majors 2 S	Yes Fr, Sp, ASL	No	Yes Fr, Sp	No	*
Greensboro	Ge, Fr, Gr, Sp	No	MLA	Yes	Yes All BS and BA, 2 S	Yes Fr, Sp	No	Yes Sp	No	*
Guilford	Ge, Fr, J, Sp, L	No	CAPE Written Exam in L	Yes	Yes All St. 2 S or Place Out	Yes Fr, Ge, Sp	No	Yes Fr, Sp	No	*
High Point	Ge, Fr, Sp	Yes 2 Units	Own Test	Yes	Yes All St. 2 S	Yes Fr, Sp	No	Yes Fr, Sp	No	*
Lees-McRae	Fr, Sp	No	No	Yes	Yes BA Degrees	No	No	No	No	None Listed
Lenoir-Rhyne	Ge, Fr, Gr, Sp, L	No	No	Yes	Yes All Degrees	Yes Fr, Ge, Sp, Classics	No	Yes Fr, Ge, Sp, Cla	No	*
Mars Hill	Ge, Fr, Gr, Sp	No	Own, AATG Test	Yes	Yes BA Degrees	Yes Sp	No	No	No	None Listed
Meredith	Ge, It, Fr, Sp, L	Yes I Unit	Univ. of Wisconsin Test	Yes	Yes 2 S for All Degr/Majors	Yes Fr, Ge, Sp	No	Yes Fr, Sp	No	None Listed
Methodist	Ge, Fr, Sp	No	Own Test	Yes	Yes BA Almost All Majors	Yes Fr, Sp	No	Yes Pr, Sp	No	None Listed
Montreat - Anderson	Fr, Gr, Sp, He	No	Own Test	Yes	Yes (See Below)	No	No	No	No	None Listed

A: Arabic, ASL: American Sign Language, Che: Cherokee, Ch: Chinese, Fa: Farsi, Fr: French, Ge: German, Gr: Greek, He:Hebrew, Hi: Hindi, It: Italian, J: Japanese, K: Korean, P: Persian, Po: Portuguese, Sp: Spanish, L: Latin, R: Russian, Sw: Swahili, Y: Yiddish

BEST COPY AVAILABLE

Name of Institution	Languages Offered	Entrance Requir.	Placement Test(s)	AP Credit	Graduation Requirement	Undergraduate Programs	Graduate Programs	Licensure		Special Feature
								A Level	G Level	
Mount Olive	Gr, Sp, L	No	Own Test	No	Yes AB	No	No	No	No	None Listed
NC A & T	Ge, Fr, J, Sp, R	No	Own Test	No	Yes College of Arts and Sc.	Yes Fr.	No	Yes Fr	No	*
NC Central	Ge, Fr, Sp, J in Fall 96	No	Own Test	Yes	Yes All Students 2 S	Yes Fr, Sp	No	Yes Fr, Sp	No	*
NC School of the Arts	Ge, It, Fr, Sp	No	Own Test	Yes	Yes Sch. of Dance, Music	No	No	No	No	*
NC State	Ch, Ge, It, Fr, Gr, J, Sp, L, R, Hi, Sw, He	Yes 2 Units	Yes CAPE	Yes	Yes All St proficient at FL 102 Level	Yes Fr, Sp	No	Yes Fr, Sp	No	*
Pembroke	Ge, Fr, Sp	No	No	Yes	Yes Communicative Arts	No	No	No	No	None Listed
Pfeiffer	Ge, Fr, Gr, Sp, L	No	No	Yes	Yes Engl Writing and Educ.	No	No	No	No	*
Queens	Ge, Fr, Sp	Yes 2 Units	MLA	Yes	Yes Minimum of 2 S	Yes Fr, Sp	No	Yes Fr, Sp	No	*
Salem	Ge, Fr, Sp	Yes 2 Units	MLA	Yes	All BA, BS, BM	Yes Fr, Ge, Sp	No	Yes Fr, Sp	No	None Listed
Shaw	Fr, Sp, A	No	Own Test	No	In Some Majors	No	No	No	No	*
St. Augustine	Ge, Fr, Sp	No	Own Test	No	General Educ. 2 S	Yes Fr, Sp	No	No	No	*

A: Arabic, ASL: American Sign Language, Che: Cherokee, Ch: Chinese, Fa: Farsi, Fr: French, Ge: German, Gr: Greek, He:Hebrew, Hi: Hindi, It: Italian, J: Japanese, K: Korean, P: Persian, Po: Portuguese, Sp: Spanish, L: Latin, R: Russian, Sw: Swahili, Y: Yiddish

Name of Institution	Languages Offered	Entrance Requir.	Placement Test(s)	AP Credit	Graduation Requirement	Undergraduate Programs	Graduate Programs	Licensure A Level	G Level	Special Feature
UNC Asheville	Ge, It, Fr, Gr, Sp, L, R	No	Yes (See Below)	No	Yes All Degrees, Majors	Yes Fr, L, Ge, Sp, Gr	No	Yes. Gr Fr, L, Ge, Sp,	No	None Listed
UNC Chapel Hill	It, Fr, Sp, Po, Gr, L	Yes 2 Units	College Board, Univ. of Wisconsin	Yes	Yes Through Level 3 or 4	Yes Fr, Sp, It, Po, Ancient Greek	Yes MA, MAT, PhD	Yes Fr, L, Ge, J, Sp	Yes Fr, Sp	None Listed
UNC Charlotte	Ch, Ge, It, Fr, Gr, J, Sp, L, R	Yes 2 Units	CAPE	Yes	Yes All Degrees	Yes Fr, Ge, Sp	No	Yes Fr, Ge, Sp	No	*
UNC Greensboro	Gr, L, J, Ge, It, Fr, Sp, R	Yes 2 Units	Own Test	Yes	Yes College of Arts &Sc. 4 S	Yes L, Gr,Fr, Ge, Sp	Yes M Ed in L,Sp, Fr MA in Fr, Sp	Yes L, Fr, Ge, Sp	Yes L, Fr, Sp	*
UNC Wilmington	Ge, It, Fr, J, Sp, L	Yes 2 Units	Own Test	Yes	No Response	Yes Fr, Sp	No	Yes Fr, Sp	No	*
Wake Forest	It, Fr, Sp	Yes 2 Units	Dept. Generated	Yes	Yes All Students	Yes Fr, L, Sp	Yes MA Ed Fr. * See Below	Yes Fr, L, Ge, Sp	Yes Fr	*
Warren Wilson	Fr, Sp, Self Instr. J	No	Own Test	No	No	No	No	No	No	*
Western Carolina	Ch, Ge, It Fr, Sp, Che	No	No	Yes	Yes All BA and Some BS	Yes Fr, Ge, Sp	No	Yes Fr, Ge, Sp	No	*
Winston-Salem State	Fr, Sp	Yes	Yes	Yes	Yes Selected Majors	Yes Sp	No	Yes Sp	No	*

A: Arabic, ASL: American Sign Language, Che: Cherokee, Ch: Chinese, Fa: Farsi, Fr: French, Ge: Germnan, Gr: Greek, He:Hebrew, Hi:Hindi, It: Italian, J: Japanese, K: Korean, P: Persian, Po: Portuguese, Sp: Spanish, L: Latin, R: Russian, Sw: Swahili, Y: Yiddish

Special Features(*) and Other Explanations

Appalachian State University
Offers minors in French, Spanish and German. Has year, semester, and/or summer programs abroad in French, Spanish, German, Russian (year), Chinese (year, summer), and Japanese (semester).

Bennett College
Requires all students to have 6 hours of a language for graduation. Social work majors need 9 hours of Spanish while English majors must take 12 hours of one language.

Chowan College
Delivers elementary and intermediate courses through Computer Assisted Instruction. Member of the Foreign Language Honor Society and of the International Studies Association Scholarship Program.

Elizabeth City State
Offers minors in French and Spanish. Has a state of the art language lab. Is setting up a study abroad program.

Elon College
Has exchanges with Spain, Japan, and China.

Fayetteville State University
Offers courses beyond the seventh semester at night for working teachers. Has a study abroad program in the Dominican Republic. Has proposed the addition of a Spanish Business Program and the addition of two languages: Chinese and Swahili.

Gardner-Webb University
Employs one assistant from France and two from Mexico to teach language labs at the beginning and intermediate levels and to assist professors.

Greensboro College
Requires all Spanish students (levels 100-400) to attend cultural events (5 or 6 each semester). Has a study abroad program.

Guilford College
Offers study abroad programs in Guadalajara, Paris, Munich, and Tokyo. Has a new multimedia lab for language and culture.

High Point University
Offers minors in French, Spanish, and German, an International Business major which requires a minor in a language, and an International Studies major. Has scheduled current events courses based on tv news. Has added two business courses in French, Spanish, and German each. Has added Latin American and Francophone courses. Organizes study abroad programs in French, Spanish, and German. Employs native speakers in all the languages.

Lenoir Rhyne College
Uses the Dartmouth Intensive Language Model. Since 1979, has awarded $125,000 in foreign study scholarships to about 160 students for study in France, Germany, Austria, Italy, Mexico, Spain, Ecuador, Venezuela, and Costa Rica. Established its own 9 week program for Spanish studies at the University of Azuay in Cuenca, Ecuador in 1995.

Montreat College
Requires a foreign language for graduation for majors in American Studies, Bible and Religion, English, History and for B.A. in Human Services and Mathematics.

North Carolina A&T State University
Has developed a study abroad program to Costa Rica in conjunction with the Universidad Interamericana, a study abroad program to Gabon, Africa in conjunction with the University of Masuku, and a travel abroad program to France in conjunction with E.F. Tours.

North Carolina Central University
Offers a communicative approach to language learning. Relies on technology to complement the teaching of another language. Has a study abroad program.

North Carolina School of the Arts
Offers language instruction on the high school and college levels in the Division of General Studies. The School of Music also offers Vocal Diction classes in French, German, Italian and English for singers.

North Carolina State University
Offers licensure in French and Spanish K-12. Has small classes and opportunities for study abroad. Has very active student language clubs.

Pfeiffer College
Offers a four-week Spanish program (6-9 credits) to Costa Rica.

Queens College
Involves all students in an international experience overseas, also provides trips abroad for credit at average cost to students of $400.00. Is planning an International Studies Program and a Comparative Language major. Has implemented Business and Foreign Language majors. Has organized international internships for Queens students.

Shaw University
Offers a study abroad program in the Arab world.

Saint Augustine College
Offers a concentration (minor) in French, Spanish, and German.

UNC-Asheville
Uses a variety of placement tests such as a locally developed test for German, French in Action for French, and AATSP for Spanish.

UNC - Charlotte
Offers a certification program in Translation, a Business and International Trade program in French, German, and Spanish. Has initiated a professional internship in Spanish. Organizes study abroad programs to Costa Rica, Spain, Germany, France, Japan, Russia, and China. Is planning an M.A. in Spanish.

UNC-Greensboro
Offers a M.Ed. Option II in French, Spanish, Latin study abroad programs. Has national honorary societies chapters in French and Spanish. Offers a combined, accelerated B.A./M.B.A. in French and Spanish.

UNC-Wilmington
Is moving toward exit proficiency exams to obtain a degree in foreign languages. Has increasing interdisciplinary offerings and business language courses.

Wake Forest University
Offers a Master Teacher Fellows Program (15 month fellowship program that awards A-level and G-level licensure plus full tuition and a stipend). Has an undergraduate study abroad program in Dijon, France and in Salamanca, Spain. Offers an exchange program in Bógota, Colombia, in Salamanca, Spain, and in Dijon, France. Students are invited to live at La Maison Française and to participate throughout the semester in programs sponsored by the department. The German program offers an exchange scholarship at the Free University of Berlin, W.D., Sanders Scholarships and program of study at Freiburg, Berlin and Vienna, and residence/participation at the Wake Forest German House. On the graduate level, special study abroad opportunities are offered to teachers in a Spanish-speaking or French-speaking country in alternate summers.

Warren Wilson College
Offers a Spanish minor and self-instructional Japanese.

Western Carolina University
Has an intensive language program in the three major languages. Sponsors an annual foreign language contest for high school language students.

Winston-Salem State University
Offers a Foreign Language Studies and Proficiency Program in Yoruba. Has a major in Spanish, and minors in French and Spanish.

Cover to Cover

Cover to Cover

Part Three

Characteristics of Effective Foreign Language Programs and Teachers

15. Foreign Language Principles

16. Characteristics of Effective Foreign Language Instruction at the Elementary, Middle, and High School Levels

17. Criteria for Evaluating an Elementary Foreign Language Lesson

18. Classroom Behaviors of the Outstanding Teacher

19. The Teacher Performance Appraisal Instrument and the Foreign Language Teacher

20. Characteristics of Effective Foreign Language Distance Learning Programs

21. Foreign Language vs. English as a Second Language

This section includes the gathering of information pertaining to the essential characteristics of effective foreign language program and teachers. The information was collected from a variety of sources and each section is meant to be used as a stand-alone document. Overlapping of information may exist due to the variety of sources.

BEST COPY AVAILABLE

chapter 15

Foreign Language Principles

Principle 1: As much as possible, language learning should emulate authentic language use.

Principle 2: The goal of language learning is performance with language rather than knowledge about the language.

Principle 3: Language learning is not additively sequential but is recursive and paced differently at various stages of acquisition.

Principle 4: Language develops in a series of approximations toward native-like norms. Language learning is not the accumulation of perfectly mastered elements of grammar and vocabulary. Thus, learner errors are unavoidable.

Principle 5: Language proficiency involves both comprehension and production. Comprehension abilities tend to precede and exceed productive abilities.

Principle 6: Language is inextricably bound to culture. Language use requires an understanding of the cultural context within which communication takes place.

Principle 7: Language learning is complex. Instruction takes into account individual learning styles and rates, and also attends to teaching process strategies for successful learning.

Principle 8: The ability to perform with language is facilitated when students actively engage in meaningful, authentic, and purposeful language learning tasks.

Principle 9: Assessment reflects instructional goals and is performance oriented.

Principle 10: Technology and textbook materials play a support role for language learning goals; they should not determine the curriculum.

Principle 11: Teachers are qualified in the languages they teach; this implies proficiency in the language, experience with the cultures represented by the language, and pedagogical expertise specific to the language. Schools are encouraged to consult teacher standards developed by relevant professional organizations.

(ASCD Curriculum Handbook, Section 7)

chapter 16

Characteristics of Effective Foreign Language Instruction at the Elementary, Middle, and High School Levels

I. **Effective Foreign Language Instruction**
National Association of District Supervisors of Foreign Languages, 1990-1993

- The teacher uses the target language extensively and encourages the students to do so.

- The teacher provides opportunities to communicate in the target language in meaningful and purposeful activities that stimulate real-life situations.

- Skill-getting activities enable students to participate successfully in skill-using activities. Skill-using activities predominate.

- Time devoted to listening, speaking, reading, and writing is appropriate to course objectives and to the language skills of students.

- Culture is systematically incorporated into instruction.

- The teacher uses a variety of student groupings.

- Most activities are student-centered.

- The teacher uses explicit error correction in activities that focus on accuracy and implicit or no error correction in activities that focus on communication.

- Assessment, both formal and informal, reflects the way the students are taught.

- Student tasks and teacher questions reflect a range of thinking skills.

- Instruction addresses student learning styles.

- Students are explicitly taught foreign language learning strategies and are encouraged to assess their own progress.

- The teacher enables all students to be successful.

- The teacher establishes an affective climate in which the students feel comfortable taking risks.

- Students are enabled to develop positive attitudes toward cultural diversity.

- The physical environment reflects the target language and culture.

- The teacher uses the textbook as a tool, not as a curriculum.

- The teacher uses a variety of print and non-print materials including authentic materials.

- The teacher engages in continued professional development in the areas of language skills, cultural knowledge, and current methodology.

- Technology, as available, is used to facilitate teaching and learning.

II. **Elements Of Effective Elementary Foreign Language Programs**
National Council Of State Supervisors For Foreign Languages
(Adopted by the Council on November 15, 1990)

1. The modern foreign language teacher has a minimum proficiency rating of advanced-plus in listening, speaking and reading and advanced in writing as measured in the Oral Proficiency Interview developed by the American Council on the Teaching of Foreign Languages, or 24 semester hours of the language on the undergraduate level. The teacher of classical languages has a minimum of 24 hours of the classical language, literature and culture on the college level or demonstrates equivalent proficiency through standards accepted by the profession.

2. Foreign language teacher preparation provides for an orally proficient teacher who has specific training in teaching foreign languages in grades K-6. This person has a good understanding of the elementary curriculum and is provided with ongoing in-service which involves teacher educators addressing needs that have been determined through evaluation.

3. The program is comprehension based, emphasizing language in a communicative context, with many concrete experiences.

4. FLES programs meet a minimum of 15-30 minutes per session daily. FLEX programs could have fewer sessions. Both FLES and immersion programs should be carried out during the entire school year. Immersion programs should meet for the entire day or a major portion thereof.

5. Cultural and global education, preferably experience-based, are an integral part of the program.

6. The FLES or FLEX and/or immersion programs reinforce the existing K-6 curriculum, i.e., through content-based instruction.

7. Evaluation is important. Students are assessed frequently to evaluate their progress toward the goals of the program. Evaluation procedures are valid in terms of instruction and content. Program evaluation is distinct from student evaluation.

8. Programs are open to all elementary school students during the regular school day.

9. Communication among all levels in the school district is important. This should include teachers, the school board, administrators, and parents.

10. Adequate material and human resources are provided to the FLES, FLEX or immersion teachers.

11. A school or school system that wishes to start an elementary foreign language program involves school administrators, parents, regular and special service teachers, resource specialists for foreign languages, and foreign language teachers currently in the district in information sharing sessions. Either this group or a representative committee from this group appraises available resources, clarifies goals, and determines phase-in sites, directions of implementation, and articulation.

12. The elementary language program (FLES and immersion) is incorporated into the K-12 program in a sequential developmental manner, eliminating gaps, introducing compatibility of methods, and adjusting content of the upper-level courses as appropriate.

13. Although there is a presently limited availability of commercially prepared materials for foreign language instruction, an orally based program makes good use of existing visual and manipulative materials and reinforces the skills acquired in the total elementary program. Adequate planning time is provided to develop materials.

14. Development of an elementary language program provides time for professional observations, training, working with regular classroom teachers and for ongoing development of curriculum and materials.

Key Concepts for Elementary Programs
From: *Languages and Children: Making the Match* by Curtain and Pesola, Addison Wesley, 1988.

1. Children learn second languages best when their native language is not used for instruction.

2. Successful language learning activities emphasize comprehension rather than speaking at beginning stages.

3. Successful language learning occurs in a meaningful communicative context: social/cultural situations, subject content instruction, games, songs and rhymes, experiences with arts, crafts, sports.

4. Successful language learning for children is organized in terms of concrete experiences; considerable planning should go into the use of visuals, props and realia.

5. Successful language learning activities incorporate opportunities for movement and physical activity.

6. Successful language learning activities are geared to the child's interest level and motor skills.

7. Successful language learning activities are interdisciplinary.

8. Culture is learned best through experiences with cultural practices rather than through discussion and reading. Global education must be an integral part of the curriculum.

9. Successful language learning activities are organized according to a communicative syllabus rather than a grammatical syllabus. Grammar should not be the object of instruction for its own sake.

10. Successful language learning activities establish the language as a real means of communication.

11. Successful language programs make provision for reading and writing of familiar material as appropriate to the age and interest of the students, even in the early stages.

12. Successful language learning is evaluated frequently and regularly, in a manner which is consistent with the objectives of the program.

III. Middle School Foreign Language Programs

Position statement of the National Council of State Supervisor of Foreign Languages (NCSSFL)

A. Program Philosophy

NCSSFL asserts that experience in learning one or more foreign languages is an essential part of young adolescent education. To function in the interdependent world of today and tomorrow, students need to acquire proficiency in foreign languages.

NCSSFL's recommendation is for proficiency-oriented language instruction which develops students' ability to communicate effectively in real-life situations. Initial experiences in a foreign language begin the movement from zero proficiency toward native level proficiency in the language. Each succeeding contact increases a student's level of proficiency. Therefore, if initial experiences occur in the elementary grades, students should not repeat the same experience in middle school, but should have the opportunity to continue with more specific study of a chosen language.

The primary goal of the initial foreign language experience is to introduce students to language concepts and diversity in cultures thorough substantive content. The initial experience in foreign language, occurring in the middle, or senior high school should:

- provide real language experiences for all students,
- broaden the students' educational background through language development and cross-cultural awareness,
- foster healthy attitudes about people of other cultures through the interdisciplinary study of language and culture, and
- provide motivation for continued language study during which there will be an opportunity for achieving higher levels of proficiency in the language.

72

After the initial experiences, a successful program at the middle school level should have the following characteristics:

- The primary goal is the continual development of increasing proficiency in listening to, speaking, reading, and writing the foreign language.
- The program helps students develop an understanding of cultures where the language is spoken and an ability to use language and behavior which is characteristic of authentic situations in those cultures.
- The program builds upon skills developed in any existing elementary foreign language experiences in the district.
- The program should be an integral part of the academic program of the school day, providing daily instruction.
- The foreign language offering should articulate with programs at the senior high school level.

B. Program Design

A quality foreign language program demands careful coordination among all levels of instruction (both from elementary school through high school and from one level of language study to the next). The curriculum must "ripple up" from one course to the next, based on what students can do with the language. This will ensure that each level of instruction builds upon the preceding one.

The initial experience provides one point of entry into the series of courses available to develop proficiency in a second language. Later points of entry are also to be provided, at least at the senior high school. Because a number of years of study are required to become highly proficient in a foreign language, school systems should provide the longest possible sequence of foreign language instruction, beginning as early as possible.

An important question to ask in designing a connected program of foreign language instruction is "Do students receive the most valuable experience from the instruction investment?" In order to provide for the achievement of higher levels of proficiency, middle school programs should at some point allow students to continue the study of one selected language. When only sampling of languages occurs at the middle school, the level of proficiency which can be attained in a four-year high school program is not raised significantly.

C. Interdisciplinary Planning

Middle school foreign language programs should be consistent with the philosophy and objectives of the particular middle school:

- Ideally, foreign language teachers are included in interdisciplinary team teaching. In schools that include foreign language programs as part of the core team planning, language teachers should coordinate their instructional activities and sequences with the team plans. The content of the foreign language course is selected from the entire interdisciplinary program. Language proficiency is developed through practice on and with that content.

- In middle schools with core teams that do not include foreign languages as one of the basic subjects, teachers of foreign languages must establish and maintain communication with the core team. Foreign language teachers should strive to become an integral part of the core team and should incorporate the objectives of the core subjects into foreign language instruction whenever possible. Teachers of foreign languages should participate with colleagues from other subject areas in professional growth activities and should encourage interdisciplinary objectives, in order to teach broader curriculum content in the foreign language.

- In traditional junior high schools with little interdisciplinary activity, teachers and students of foreign languages should provide the school community with an awareness of foreign languages and cultures in order to broaden the school's perspective and to avoid isolation of the foreign language curriculum. Foreign language can be a model for interdisciplinary, integrated instruction.

C. Teacher Qualifications

Teachers who provide foreign language instruction in the middle school should be not only highly proficient in the language(s) being taught but also very sensitive to the needs of the middle school student. Teachers should continue to obtain in-depth training in middle school philosophy and methods, including activity-based teaching techniques which are age-appropriate.

Additional Concepts for Middle School Programs

1. In NC, K-5 mandatory, K-12 sequence available.

2. Open to all. Anyone can learn a language.

3 Language learning conforms to concepts children have mastered and to experiences both in and out of school.

4. The natural sequence of language learning involves the development of listening and speaking skills first. Reading and writing are integrated later on.

5. The communicative functions determine what grammatical structures are introduced.

6. Involvement is stressed over accomplishment. The opportunities to succeed are ensured.

7. Instructional materials are varied and do not necessarily involve the use of a textbook.

8. Meaningful opportunities to use the language during interaction with peers are provided.

9. Teachers develop strategies for coping with young adolescents. At times, instruction includes concrete tasks similar to the format of the elementary school; at other times, the instruction involves more intellectual activities which encourage individual decision making and initiative.

IV. High Schools Foreign Language Programs: Key Concepts
Based on *Award-Winning Foreign Language Programs: Prescriptions for Success*. William D. Sims & Sandra B. Hammond. National Textbook Company, 1981.

1. Articulated Curriculum
The program is well-articulated within and between the different levels of instruction and teachers have the opportunity to meet regularly to develop and adjust the goals and objectives at each level. There is an effort to integrate other disciplines within the foreign language curriculum.

2. Community and Parental Involvement
Parents are welcomed in school and are kept abreast of their children's accomplishments (or lack of) in the foreign language class. They are informed about the goals and expectations for the class and may be asked to provide some support.

The parents' and the community's past and previous experiences with the foreign language and/or culture are incorporated in the foreign language class.

The high school program is showcased in the community, either through the organization and/or participation in festivals, or through the various activities of the language clubs.

3. Administrative Support
   Good programs enjoy a supporting relationship with the administration, and guidance offices. Chairpersons and individual teachers need to keep their principals, assistant principals and guidance counselors aware of their program goals and of the successes obtained by individual teachers and/or students.

4. Target Language Use
   In effective high school programs, the use of the target language dominates, whether it is used by the students or by the teacher. The amount of teacher talk is greatly reduced in favor of the students direct involvement with the language. Students are engaged inmeaningful and authentic language activities focusing on communication. Cultural concepts are introduced in the target language and are an integral component of the program.

5. Long Sequences
   Award-winning high school programs offer extended sequences of study in one or several languages. Scheduling is determined to support the development of language skills, therefore, students (especially those in block schedules) have the opportunity to continue language study without experiencing major time interruptions.

   The curriculum is balanced and challenging and addresses the needs of the students from the beginning level to the Advanced Placement level.

6. Travel Abroad and Exchange Opportunities
   Outstanding foreign language programs organize and facilitate travel for students and teachers to foreign countries. "They may be involved with Lions International Exchanges, Rotary International programs, or travel-home stay programs. Teachers may try to earn NEH fellowships or others available through universities or the government. These schools often participate in foreign exchanges" (Alsop, 1996).

7. Dynamic Staff
   Outstanding foreign language teachers display enthusiasm and love forthe subject they teach. They have a high energy level and a well-developed sense of humor which carries over into the classroom and helps create a non-threatening environment. Their classroom is permeated with a sense of respect and genuine care for their students' feelings and well-being.

8. Motivational Techniques
There is a variety of student-centered activities focusing on the different abilities, needs and learning styles of the students. Technology is an integral part of the program and students have frequent access to a variety of media and other electronic means. The teacher plans instruction to ensure success and to involve the students in active learning.

9. Program Management and Evaluation
High school programs have a chairperson who coordinates the various activities of the department and who represents the department on selected committees.

   Program evaluation is a key component of outstanding high school programs. Evaluation involves the gathering of data to verify that the program goals are met as well as the resulting changes to address the areas of concern.

10. Staff Development
Teachers are qualified in the language they teach. They have many opportunity to participate in a variety of staff development activities related to their needs. Attendance at regional, state and national conferences is encouraged and financial support is available to defray the costs.

   Teachers are encouraged to meet regularly at the school level and the district level to address common concerns and/or successes in the classroom.

11. Budget
Teachers have adequate material and human resources.

chapter 17

Criteria For Evaluating An Elementary School Foreign Language (FLES) Lesson Plan

- Are the objectives clearly identified?
- Do the objectives address both content and language?
- What language skills are developed?
- Are the procedures sufficiently concrete? (How does experience help students acquire language?)
- Does the lesson plan proceed from the known to the unknown?
- Is comprehension developed before production is required?
- Is culture integrated with language instruction?
- Is the target language the exclusive medium of instruction and means of communication?
- What motivational, reinforcing activities (such as songs and stories) are used?
- Are needed resources and materials clearly identified and available?
- Does the evaluation correspond with the objectives of instruction?
- Are students actively involved in the lesson through a variety of manipulative, multisensory techniques and activities?
- Are provisions made for all students to participate, enjoy, and experience success in the second language?
- Is the lesson part of a developmental, spiral sequence that moves toward cognitively demanding skills and concepts?
- Does the classroom provide a welcoming, communicative environment?
- Is the teacher a good language model, and does he/she provide rich and meaningful comprehensible input?

(Source unknown)

chapter 18

Classroom Behaviors of the Outstanding Teacher

In a recent research project, Gertrude Moskowitz identified and studied a group of outstanding foreign language teachers in the Philadelphia area. In comparison with a matched group of heterogeneous teachers, the outstanding teachers exhibited the following classroom behaviors and interactions:

- The target language dominates the classroom interaction, whether or not the teacher or the students are speaking.
- The teachers have an excellent command of the target language.
- Even in first-level classes, very little English is used.
- The teachers have fewer verbal tics.
- Students use the foreign language to raise questions.
- The amount of teacher talk is less.
- The teachers are active non-verbally and use many more hand gestures.
- The teachers are more expressive and animated.
- The teachers move around the classroom a great deal.
- The teachers use more behaviors that encourage and reinforce student participation, whether communicating in the foreign language, English, or non-verbally.
- The teachers give students more immediate feedback.
- The climate is warm and accepting.
- The teachers often smile, praise, and joke.
- Their praise is longer, more varied, and they use more nonverbal praise.
- There is more laughter in their classes.
- The teachers personalize the content more.
- The students are "with" the teacher, rather than being apathetic or flippant.
- Students exhibit more outward signs of enthusiasm to participate.

- Student behavior is seldom criticized.
- Less classroom time is devoted to silent reading and written tasks.
- There is less writing on the board by the teacher.
- There is a greater amount of warm-up questions, review, and focusing on the skill of speaking.
- There is a greater number of different activities per lesson.
- The pace of the lessons is generally more rapid.
- Drills are conducted rapidly.
- The teachers have excellent classroom control.
- The teachers exhibit patience.
- When correcting student errors, the teachers do so gently.
- When correcting student behavior, the teachers tend to joke or to maintain eye contact with students.
- Students assist the teachers more in setting up and running equipment.

In an informal way, the teacher may simply read through the above list and determine personal areas of strength and weaknesses. The list may also be used by students observing foreign language classes or by supervisors visiting those teaching under their charge.

From: *Classroom Techniques: Foreign Languages and English as a Second Language* by Edward David Allen and Rebecca M. Valette, Harcourt/Brace/Jovanovich, New York, 1977.

chapter 19

The Teacher Performance Appraisal System (TPAI) and The Foreign Language Teacher

Management of Instructional Time

- Materials are ready.
- Efficient use of time. Students assist the teacher in setting up and running equipment.
- Lesson begins quickly at the beginning of class and students are on task.
- Lesson is well paced and allows for movement in classes with block scheduling.

Management of Student Behavior

- The climate is warm and accepting and the affective climate allows for risk-taking in the target language.
- Behavior is monitored verbally and non-verbally.
- Students seem to enjoy the activities.
- Students understand the rules and procedures for this class.
- Discipline is positive, prompt, and non-disruptive.

Instructional Presentation

- Target language dominates the classroom interaction whether or not the teacher or the students are speaking.
- Teacher speaks fluently and uses the target language almost exclusively.
- Class begins with a routine warm up activity and a quick review focusing on the oral skills.
- Lesson objectives are obvious.
- New material is introduced in a variety of ways with many examples and modeling. Gestures, facial expressions, body language, and concrete referents (props, realia, manipulatives, and visuals) are included in the presentation to facilitate comprehension.
- Brisk pace and smooth transitions are evident.
- Questioning is appropriate to the level and ability of students. Teacher allows for ample wait time.
- High rate of success can be observed among students.
- Closing activity is present.
- Teacher provides opportunities to communicate in the target language in meaningful and purposeful activities simulating real-life situations.
- A variety of techniques and activities can be observed.
- Materials are varied and appropriate to the age and language level of the students and include print and non-print materials and authentic materials. The textbook is used as a tool not a curriculum.
- Culture is systematically incorporated into instruction. Stereotypes are not reinforced, global and multicultural awareness is encouraged.

- Most activities are student-centered, students are actively involved individually or as part of groups.

Instructional Monitoring

- Teacher uses a variety of evaluative instruments, techniques and activities including comprehension checks, clarification requests, personalization, and a variety of questioning types.
- Teacher diagnoses and adjusts instruction as needed.

Instructional Feedback

- Teacher allows enough wait time.
- Teacher gives immediate verbal or non-verbal feedback.
- Teacher rephrases and gives clues to students who gave incorrect responses, probes, and leads to correct answer.
- Teacher uses explicit error correction in activities which focus on accuracy and implicit or no error correction in activities that focus on communication.

Facilitating Instruction

- Instruction addresses student learning styles and intelligences.
- Teacher does not rely exclusively on the textbook but instead uses a variety of print and non-print materials.
- Technology, as available, is used to facilitate teaching and learning.

Performing Non-Instructional Duties

- Teacher is a member of professional organizations and participates in conferences, workshops, and other staff development activities as they are available.

Note to teacher evaluators:
Most of the suggestions listed above can be observed by a non-speaker of the target language; however, evaluators who do not speak the target language may consider asking a speaker of the language to observe the teacher in order to evaluate the teacher's fluency, accuracy of information, and language proficiency.

chapter 20

Characteristics Of Effective Foreign Language Distance Learning Programs

A position paper from the National Council of State Supervisors of Foreign Languages (NCSSFL) *Guidelines for Foreign Language Distance Learning Programs*, 1990.

Foreign language educators recognize the rapid growth and contributions of foreign language distance learning programs. Their concerns are:

- The need for distance learning
- Involvement of foreign language specialists in program design and implementation
- Qualifications of the distance learning teachers and on-site facilitators
- Appropriate use of technology

In this position statement, distance learning refers to instruction that relies on the use of telecommunications, rather than an on-site teacher, as the major delivery system for foreign language instruction.

This statement briefly outlines Characteristics of Effective Foreign Language Distance Learning Programs which may be useful to anyone responsible for selecting and implementing distance learning programs.

- The need for distance learning
  Distance learning classes should be used only when qualified teachers who are proficient in the target language(s) are not available or when qualified teachers want to enrich their programs. For example, distance learning might be a way to offer foreign language instruction in areas of population sparsity or when there are small numbers of potential students.

- Involvement of foreign language specialists in program design and implementation
  The expertise of the specialist is needed when considering curriculum, methodology, policies, and mandates. For distance learning to be a viable alternative to conventional classroom instruction, it must be consistent with current research and practice which focuses on developing the learner's language proficiency. Proficiency, what the learner can do with the language rather than what he or she knows about it, is the major principle around which today's foreign language teaching and curricula are organized. Distance learning programs must, therefore, provide a mechanism for a major portion of class time to be devoted to meaningful language use and practice and to authentic communication.

- Qualifications of the distance learning teachers and on-site facilitators
  The distance learning teacher should be an experienced master teacher with proven proficiency in the target language. The classroom facilitator should participate in appropriate in-service and should have a working knowledge of the target language or should be committed to learning the language.

- Appropriate use of technology
  It is essential that technology be at the service of communication (i.e., acquisition of skills) and not an end in itself. The electronic technology in foreign language distance learning programs should allow for interactive instructional activities (i.e., one-way video and two-way audio-video). Live interaction is essential to quality foreign language teaching and learning.

The National Council of State Supervisors of Foreign Languages (NCSSFL) recognizes the potential of distance learning to overcome obstacles of distance, time, and human and material resources that limit access to foreign language learning opportunities. However, if the purpose of a distance learning program is to teach foreign language, then the program must provide instruction that fosters creative interaction both among and between learners and with a native or near-native speaker of the language. This interaction should occur in a range of contexts likely to be encountered in the target culture. In summary, when school districts choose distance learning programs due to the limited resources as described above, NCSSFL encourages selection of materials and opportunities which are designed to meet the goals of quality foreign language education.

The following guidelines were designed to address foreign language distance learning programs at the secondary level only.

1. Foreign language distance learning programs offer at least two levels of each foreign language.

2. Foreign language distance learning programs are interactive (two-way audio and video or two-way audio and fax or computer terminal for interactivity) in the foreign language.

3. Foreign language distance learning classes are limited to not more than 10-15 students or interaction with groups of students is with groups of 12 or fewer students.

4. The program offers a variety of instructional activities to include listening, speaking, reading, and writing skills, as well as social and cultural information.

5. The program provides frequent (daily, if possible, but at least 2-3 times each week) oral interactions between each student and an adult proficient in the target language (i.e., a certified foreign language teacher, a native speaker, or other individual with training in interactive teaching/learning techniques).

6. There is immediate feedback on student oral performance. Program source grades and returns student work (tests, assignments, projects, etc.) within 7-10 school days.

7. Program source is extremely well-organized so that classroom facilitators and students are informed of scheduled activities well in advance. A calendar of lesson objectives, test dates, activities, etc., is printed prior to each semester.

8. Text and printed materials correlated with the distance learning class are used for review, drill, practice, and homework to strengthen the concepts being taught.

9. In addition to all program printed materials, program source provides classroom facilitators recent research on foreign language learning and foreign language teaching methodology.

10. Program source directly involves all schools and students by providing a vehicle for networking with each other and with program source.

11. Each distance learning class is formally evaluated each year. Program source provides data on program effectiveness.

12. The distance learning teacher is an experienced master teacher with proven proficiency in the target language.

13. The program source provides in-service training in course organization, classroom management, and technical aspects of the program for classroom facilitators.

14. Each distance learning class has a classroom facilitator who is a certified teacher (preferably in another foreign language or related field).

15. Classroom facilitators have a working knowledge of the foreign language or are committed to learning the language (with students and/or through college/university classes).

16. School schedule coincides with program schedule.

17. Local education agencies have the facility and permission to tape programs for repetition and reinforcement of instruction

chapter

21

Foreign Languages vs. English as a Second Language (ESL)

	FOREIGN LANGUAGES	ESL
I. The Teacher's Qualifications	**NC Licensure (A and G)** • K-12, 9-12 if issued prior to 1990 or if out-of-state. • Option of K-6 endorsement attached to an elementary certificate. • 9-12 in Latin. **Teacher Language Background** • Studied one or more languages with a major in one. Some exceptions with lateral entry applicants. • Must be an excellent language model in the language taught.	**NC Licensure (A and G)** • K-12 add-on with some exceptions for out-of-state applicants. **Teacher Language Background** • Has experienced learning another language at some point during education. • Has a knowledge of the structure of several different languages although does not need to speak them. • Does not need to speak the language of the students. • Must be an excellent language model in English.
II. The Teacher's Role	**Advocacy** • Shares the contribution of foreign languages to the overall education and to the personal development of students with students, teachers, guidance counselors, administrators, and community. • Promotes understanding of a variety of cultures. • Fosters an appreciation of diversity. **Connections with Other Programs** While the foreign language teacher may serve students in the categories listed to the right, he/she is not the person coordinating the services received by the students.	**Advocacy** • Promotes understanding of federal policies and state regulations at all levels (classroom, school, community, etc.) • Promotes understanding of a variety of cultures. • Fosters an appreciation of diversity. **Connections with Other Programs** • Title I • Migrant Education • Workforce Development • Head Start/ Smart Start • Exceptional Children The role of the ESL teacher in dealing with these areas is one of coordinator of services.

	Referrals to Exceptional Children The foreign language teacher works in cooperation with the resource teacher to address the needs of the students with disabilities. **Parental/Guardian Involvement** Parents/guardians are kept informed of the program/course goals and are advised of their child's progress. **Culture** The foreign language teacher makes every attempt to recognize, validate, and incorporate the student background when planning for the teaching of another language.	**Referrals to Exceptional Children** • No referrals based on English language deficiency. • Facilitates involvement by providing an interpreter when needed. • Communication with parents/guardians must be made in a language they understand. **Parental/Guardian Involvement** • Needs to take into account cultural background, attitudes towards school and authority, and parents' role. • Facilitates involvement by providing an interpreter when needed. **Culture** • Gains information about the cultures represented in the classroom. • Facilitates interaction among a variety of cultural groups. • Anticipates and initiates contacts with other school personnel regarding cultural issues.
III. The Program	**Legal Policies/Issues** No specific foreign language policies are in place. **Testing Issues** • There is no state mandated testing program in foreign languages. • An optional third grade listening test is available.	**Legal Policies/Issues** Must be knowledgeable of federal laws and state regulations concerning National Origin Minority/Language Minority Students. **Testing Issues** There are guidelines for state testing of LEP students. These include exemptions, modifications, and discussion of consequences of exemptions.

State/Federal Mandate State mandated K-5 program in one language, sequence of the same language available 6-12.	**State/Federal Mandate** • Civil Rights Act of 1964 • May 25, 1970 Memo • Lau v. Nichols • State regulations • Record keeping • Informing other parties as appropriate.
Funding • Mostly from ADM. There are no categorical positions specifically earmarked for foreign languages. • Federal Foreign Language Assistance Grants: awarded by the Department of Education through competition.	**Funding** • Comes from a variety of sources including: ADM, Title I, Migrant education, etc. • Title VII Grants: awarded by the Department of Education through competition. • Other funds/grants available provided specific requirements are met.
Kinds of Programs Available • At the elementary level: FLES, FLEX, Immersion, Partial Immersion Programs • At the middle school level: Continuing, Beginning Sequential, Exploratory, Partial Immersion Programs • Yearly or semester (Blocked) programs at the high school level.	**Kinds of Programs Available** • ESL Pull-Out, ESL Pull-In, ESL Class Period, ESL Resource Center. • Early-Exit Bilingual Programs, Late-Exit Programs, Two-Way Immersion Programs. • Sheltered Instruction, Structured Immersion Programs.
Program Goal Promotes the development of proficiency in a foreign language as well as the appreciation of other cultures.	**Program Goal** Promotes language development in English to provide an equal educational opportunity and to allow LEP students to function on an academic par with their peers.

	Scheduling • Level of proficiency developed is related to the amount of time students have with the language. • Recommendation of long unbroken sequence of instruction.	**Scheduling** • Concentration of services is dependent on the student's English proficiency, age, and educational background. • Recommendation to provide older students with low proficiency level more frequent contacts of longer duration. • Need for classroom teachers to incorporate instructional modifications throughout the day.
IV. Some Key Elements	**Placement of Students** • Elementary (at grade level, regardless of previous experience with language study). • Middle (at grade level, local decision regarding previous language study). • High School (for levels II on, based on pre-requisites).	**Placement of Students** • Age-appropriate (no more than 1 year span between placement and age). • Not based on English language proficiency. • Entry/Exit criteria have been developed.
	Methodology A variety of methods are used such as Natural Approach, Total Physical Response, Communicative Approach, Grammar-Translation Approach, Eclectic Approach, etc.	**Methodology** A variety of methods are used such as Natural Approach, Total Physical Response, Communicative Approach, Grammar-Translation Approach, Eclectic Approach, etc.
	Listening, Speaking, Reading, Writing Skills • Stresses the development of listening and speaking skills first with a focus on meaningful communicative context. • Reading and writing are introduced as extensions of the listening and speaking activities.	**Listening, Speaking, Reading, Writing Skills** • Stresses the development of listening and speaking skills with a focus on meaningful communicative context. • Introduces the written word early on to facilitate the student's participation in other content areas.

Teaching of Culture • Develops the knowledge and understanding of cultures where the language is spoken. • Culture is an integral part of the program and is learned best through experiences rather than through discussion and reading.	**Teaching of Culture** • Promotes understanding of American culture and local customs to help students function appropriately in society. • Validates student's own culture. • Promotes an understanding of diversity.
Strategies Various strategies including but not limited to the following: Group, pair work, cooperative learning, individual work, use of technology, etc.	**Strategies** Various strategies including but not limited to the following: Group, pair work, cooperative learning, individual work, use of technology, etc.

English as a Second Language Consultants
Jane Cowan (919) 715-1796
Jerry Toussaint (919) 715-1803

Foreign Language Consultant
Bernadette Morris (919) 715-1798

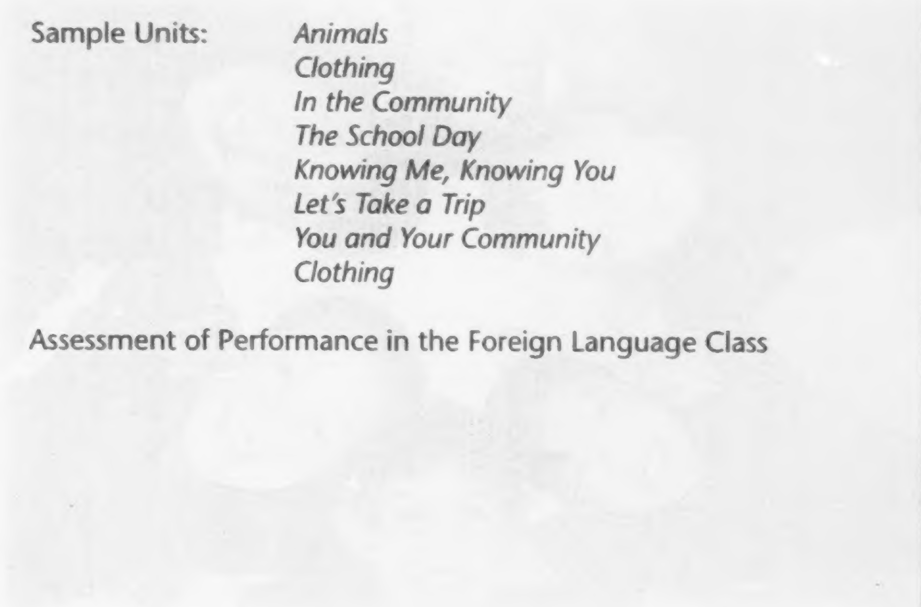
Regional Accountability Coordinators:

Northeast Region:	Margaret White (919) 335-3602
Northwest Region:	David Craig (910) 367-3605
Central Region:	Emery Partee and Mona Bryant-Shanklin (910) 573-2377
Southeast Region:	Clyde Davis (910) 346-2906
Southwest Region:	Marvin Armstrong (704) 283-6192
Western Region:	Ron Bradshaw (704) 281-0017

Instructional and Accountability Services: (919) 715-1798

Part Four

Curriculum



22. Local Curriculum Planning

23. Unit Design

24. Sample Units: *Animals*
    - *Clothing*
    - *In the Community*
    - *The School Day*
    - *Knowing Me, Knowing You*
    - *Let's Take a Trip*
    - *You and Your Community*
    - *Clothing*

25. Assessment of Performance in the Foreign Language Class

BEST COPY AVAILABLE

chapter 22

Local Curriculum Planning

Introduction

One of the most important elements in a successful foreign language program is the existence of a well-articulated local curriculum. Without this document, there may be good teachers in isolated areas, but upon their departure, their replacements are left at a loss, unsure of what students know and can do with the language. The local curriculum provides the direction for expectations at each level of language and outlines the scope and sequence essential to language development.

Need for Local Curriculum

A well-articulated curriculum provides continuity though the program and gives the teachers a sense of direction. Effective teachers can capitalize on what students have already learned and can prepare them for what is to come in the upper levels. "They know what the expectations are for their program, both for individual courses and the entire course sequence" (Pavlik). The curriculum is the road map which guides teachers as they plan their instruction.

In the absence of this document, the teachers' expertise becomes limited to their own area(s) of assignment and articulation from one level to the other emerges as a major concern. As a result, a lot of repetition takes place while teachers try to assess their students' knowledge. In that case, both the students and the program suffer. This may be reflected by a high attrition level.

Curriculum Audience

The curriculum is primarily for the teachers, but components may also be included for the administration and for the parents who want to be informed about what the students are expected to learn.

Resources for Curriculum Development

The development of a well-articulated curriculum takes time and dedication and is best achieved when a variety of participants are involved in its design. In addition, while the development of a local curriculum takes into account the local goals and concerns, it should also reflect the state goals and national initiatives. Therefore, teachers should have access to a variety of resources (see part V of this document) such as the following:

- *The Second Language Studies NC Standard Course of Study* (1994)
- *The National Standards for Foreign Language Learning*
- *The ACTFL Proficiency Guidelines* and
- The State's *ABC Program.*

Elements of the Curriculum

A curriculum guide, at the local level, usually includes the following elements:

- Program goal
- Level outcomes
- Objectives by grade or level
- Skills and knowledge
- Assessment
- Instructional strategies and/or activities
- Resources
- Curriculum evaluation

Selection of an Overall Program Goal

The overall program goal needs to be defined by the K-12 foreign language teachers in the system. It is essential to avoid having one teacher devise the curriculum for an entire district or for one single level. If teachers are to implement the local curriculum, they need to have an active role in its development.

This group of teachers can come to consensus on the overall goal for K-12 instruction for the school system. Often, the three levels (elementary, middle and high school) may have a different focus in mind. A meeting of the three levels provides an opportunity for teachers to discuss their philosophy and may dispel many of the myths associated with foreign language learning and teaching at different levels of instruction.

Some topics for discussion could be: Will this document be grammar-based or skill-based? A grammar-based program places emphasis on vocabulary and grammar, whereas a skill-based program focuses on the development of the listening, speaking, reading, writing, and culture skills needed to reach proficiency. When proficiency is at the center of the program, teachers stress the language functions which are necessary at each level of language development.

Selection of Outcomes

These are intermediate goals to be reached at the end of each level of instruction. They take into account the age of the students as well as the scope and sequence of the program.

Pavlik suggests the following sample outcomes for a level I:

A. produce language in order to communicate
B. Use active vocabulary correctly
C. Initiate (simple) questions
D. Answer questions in complete sentences
E. Maintain a (simple) conversation to express himself or herself within the constructs of his/her knowledge of vocabulary and structure.

Each level must expand on the preceding one to ensure smooth transitions from one level to another. This is especially important when making the transition from elementary to middle school and from middle school to high school.

An example of outcomes for students completing level III or IV at the high school level might be:

A. Ask and answer questions related to personal needs, familiar topics and current events, as well as work and autobiographical information.
B. Narrate and describe in past, present, and future time.
C. Initiate and sustain a conversation observing basic courtesy requirements and social demands of the culture.

An elementary program focusing on listening and speaking might consider the following outcomes for the third year of instruction:

A. Show understanding of descriptions, commands, and simple questions.
B. Describe pictures, people, places and things within the immediate environment including action words and expression of emotion when appropriate.

Scope and Sequence

The scope and sequence is a breakdown of the objectives related to language and culture by grade and/or level. Cultural contexts corresponding to the level and/or grade can be selected at this time and will lead to the development of individual units. (See "Unit Design" for how to develop a unit)

Selected objectives should be realistic "based on such considerations as program length and aspirations and needs of the students" (Finocchiaro and Bonomo). Such issues as scheduling and time factors will weigh heavily on the selection of objectives at each level of instruction.

> Since language learning is cumulative, provision must be made to relate all new language learning to that which the students learned at previous levels of instruction (Finocchiaro and Bonomo).

By revisiting the old and expanding it, language learning becomes spiral i.e., the first time the notion of family is introduced, it might be limited to family, mother, father, brother, sister. The next time, it may be expanded to include uncle, aunt, cousins, grandparents. The third time (could be third year at the elementary level or level II in high school for example) it could include such examples as in-laws, step-parents, etc.

Identification of Content

One of the problems in developing curriculum is dealing with the course content. There is no "body of knowledge universally recognized as level I." The course content for level I corresponds to what the teachers in the system have determined is important.

On a district level, teachers need to come to agreement in order to determine the content of the program at each level of instruction from kindergarten to the high school level I, II, III, etc. The lack of agreement on a local level leads to articulation difficulties. Decisions can be made by committees with cross representation who can start listing the vocabulary, structures, and cultural concepts needed to reach the outlined objectives for each level of instruction. The cross representation of several levels on any committee helps ensure the smooth transition from one level to the other and guarantees that content is not redundant. In addition, it helps prevent teachers from becoming locked in their own level of expertise.

Bringing the different groups together at regular intervals to share what is taking place at each level of instruction promotes a greater level of understanding and is necessary to ensure smooth progression in addressing the different skills.

Suggestions for Assessment

The inclusion of suggestions for measuring the student's ability in reaching the stated objectives helps teachers focus on the desired behaviors. However, one should not assume that the successful completion of a single measure leads to mastery of the stated objective. A variety of measures and contexts need to be included to ensure mastery of an objective.

Furthermore, the assessments should focus on what the students are expected to do with the language. For this reason, the assessment tasks must not be limited solely to paper and pencil tests but must also include performance and authentic assessments paired with rubrics outlining the specific criteria used for evaluation.

Selection of Instructional Strategies and/or Activities

Instructional strategies and/or activities may (but do not have to be) included here. If a school system is pressed for time when developing the local curriculum it is more useful to focus on the skills, objectives, common core in vocabulary, structures, and cultural concepts.

Individual teachers can design the strategies and activities which can be compiled over time and included in an addendum to the curriculum. However, the focus of the selected activities should be to reinforce the objectives. Activities which are not directly related to the objectives have no place in the curriculum.

Furthermore the activities included should provide for flexibility in methodology.

Identification of Resources

There are many resources at each level of instruction which can facilitate the attainment of the selected objectives. Those can include people, authentic materials, visuals, audio and video cassettes, multimedia, Internet, realia, magazines, dictionaries, as well as books and textbooks. While the textbook is an important resource, it is not the only resource available to teachers; therefore, efforts must be made to expose students to a variety of texts, realia, and speakers representative of the language.

Evaluation of the Curriculum

Curriculum writing is a never-ending process. The local curriculum should be constantly revised to take into account new assessment procedures, local initiatives, state initiatives, and new resources, as well as incorporation and changes in technology. Through periodical reviews, teachers can identify areas needing addition, expansion, or deletion.

Conclusion

At a time when foreign language (and Latin) teachers are having to justify the existence of their program, a well-articulated curriculum depicts a program where thoughtful consideration, effective practices and caring teachers come together for the purpose of facilitating language instruction.

A seamless K-12 foreign language curriculum speaks with one voice and reminds everyone that there are not three separate programs (one elementary, one middle, and one high school) but one where the objectives at each level of instruction evolve from the previous objectives and lead to the next and where all levels address the same goals.

Curriculum Planning - The Process

Program Goal

↓

Level Outcomes

↓

Objectives by Grade or Level

↓

Skills and Knowledge

↓

Assessment

↓

Instructional Strategies and/or Activities

↓

Resources

↓

Curriculum Evaluation

chapter 23

Unit Design

Rationale

Students are learning lots of words and are building a broad horizontal base of vocabulary words. They can identify and list but they have difficulty moving beyond one-word answers. To help them build vertically on their language, careful planning is required. The development of a local curriculum and accompanying units will be more useful if it focuses on the language objectives for students rather than on lists of words, grammatical structures, and activities.

A unit may be developed by an individual teacher or by a group of foreign language teachers. The involvement of teachers from other disciplines will enrich the unit and will provide opportunities for integration. The following is a process which can be applied to the design of a unit of instruction.

I. Topic or Theme

Select a Topic or Theme

Focus on a topic or a theme. A larger theme allows for language use in context whereas a specific topic narrows the scope of the instruction. Look for a topic which lends itself to the developmental needs and interests of the students. To awaken students' interest, word the unit as a question which will be answered during the instructional delivery. Brainstorming is a useful strategy to use at this point.

II. Connection to the *NC Standard Course of Study*

Divide in Three Parts

1. Language objectives
2. Content integration objectives (integration of other disciplines)
3. Culture objectives

List Objectives Related to the Topic

Using the *State Second Language Studies Curriculum* and the local curriculum, ***list on a chart or overhead all the objectives*** under language, content integration and culture for that unit. Be specific and ensure that the objectives listed reflect what students will be able to do with the language (function) rather than what you, the teacher, will be doing. Specify whether the objectives are to be reached orally, in writing or by performing an action. Culture objectives may overlap with the language objectives.

Narrow the List Down

Take another look at the list of objectives and ***narrow it down to what is essential***. You may end up with only five language objectives from the original list along with several content and cultural objectives. In order to start building on the language, you need to be clear on the focus of the unit. Remember that you do not have to teach every objective in one year. Go back and look at the *State Second Language Studies Curriculum* (1994) and make sure that the objectives selected correspond to the stage of language development of your students.

Rewrite the Objectives

On a separate paper or transparency, ***rewrite the selected objectives*** which will be the focus of this unit.

> **Questions to Ask:**
> *Are the objectives clear? Are they attainable? Are they appropriate to the language proficiency of the students? Do they correspond to the students' age and cognitive development?*

III. Vocabulary and Structures

List Vocabulary

List the vocabulary which will help your students meet the objectives. Include adjectives and other words. Identify previously taught vocabulary with an asterisk. Keep your list relevant and concise. Is it important for students to learn 25 different foods and to only be able to identify the foods or is it important for them to learn a few food items and to have them ask for, describe, and purchase those items?

List Structures

Now list the structures and be specific. What do you want students to know? List the verbs in the form needed for communication. Do you want student to say " turn" or just "to turn"? If you list prepositions, do they have to learn all the prepositions this year? Which ones are more relevant to this unit?

Revisit the Lists

Revisit the lists looking at the following questions:

> **Questions to Ask:**
> *Does a third grader need to know that word this year or can it wait till the following year? Why is it important for students to know this? Can the objectives listed above be met with these words and structures? Are there holes? Am I asking my students to do something for which they do not have the vocabulary and structures? Am I trying to do too much too quickly? Are there too many words listed? Why did I choose to leave _____ out? Why did I choose to include _____? Are there any words omitted that are essential?*

IV. Activities

List Activities

Start listing activities which address the objectives listed. If an activity does not address the objectives, omit it regardless of how cute it is. You would only be wasting the limited time you already have. If you cannot part with the activity, refocus it and modify it so that it addresses one of the objectives. To help you in this task, you may want to cross-reference the activities to the objective(s) they address.

For students to master a particular objective, you need to expose them "ad nauseam" to a variety of activities addressing the same objective in different ways. However, do not plan those activities at random but instead ensure that each activity builds on or reinforces as much as possible the one previously introduced.

In addition, look at activities which are student-centered and student-directed and in which the teacher plays the role of facilitator.

Revisit the Objectives Vocabulary and Structures

At this time you might want to ***revisit the objectives, vocabulary and structures*** to ensure that some were not left out of the activities.

Questions to Ask:
Are the activities connected? Do they address the objectives? Are the language, content integration, and cultural objectives addressed through the activities? Are all the activities teacher-led or can they be modified to become student-directed? Are the activities taking into account the different ways in which students learn? Do they reflect a variety of methodology?

V. Student Assessment

Considerations on Assessment

How do you know that students have learned what has been taught? Design assessment (formal or informal) to find out what students know and are able to do. All assessment should reflect the kind of instruction which takes place in the classroom; therefore, it should assess the same skills in the same fashion. Assessment time is not the time for surprises.

Write an Assessment for Each Objective

For help, you might want to look at some of the suggested measures in the *NC Second Language Studies Teacher Handbook.* As you are working with students in transition years (from elementary to middle or from middle to high school) you may want to record the assessment (check lists with dates, observation sheets, etc.) so that the teacher at the next level has a better understanding as to what the students already know.

Questions to Ask:
How am I going to assess students? What am I trying to assess? Does the assessment reflect the way in which the material was taught? Am I assessing the different skills listed in the objectives?

As you continue to develop units, make sure that each unit reinforces, and expands the previous one. Some objectives may be the same; however, they will be addressed within different contexts where vocabulary and structures may be re-entered and expanded.

VI. Unit Evaluation

Revisit Unit

Once the unit has been taught, ***revisit it*** to see how it can be improved, expanded, or narrowed in focus.

Questions to Ask:
What worked? What did not work? Why not? How can I improve on the unit? Am I taking the following into consideration: learning styles, modality learning, group/pair/cooperative learning?

Unit Design

Select a Topic or Theme

↓

Define the Objectives

↓

List the Vocabulary and Structures

↓

Select the Activities

↓

Develop the Assessment Tasks

↓

Teach the Unit

↓

Evaluate the Unit

Sample Form for Unit Design

I. Grade or Level:

II. Topic or Theme:

III. Objectives
- Language Objectives:

- Content-Integration Objectives (Connection to other disciplines):

- Culture Objectives:

IV. Vocabulary:

V. Structures:

VI. Instructional Strategies and/or Activities:

VII. Assessment:

VIII. Resources:

IX. Unit Evaluation

chapter

24

Sample Unit - Animals

Grade 3 (3rd year of instruction)

Suggested sample unit designed by: Gail Huffman, Angela Crowe, Edwina Whitehead, Donna Brady (Northwest Technical Assistance Center).

I. Language Objectives

- Identify animals orally and by pointing/selecting.
- Describe animals (size, color).
- State orally what an animal says, what it eats, where it lives, and how it moves.
- Compare orally animals using size and color.

II. Content Integration Objectives

- Classify animals according to similar traits (color, size, long tail/short tail, two legs/four legs, etc.).

III. Cultural Objectives

- Recognize and use culturally appropriate animal sounds.

IV. Vocabulary (* review words)

dog
cat
horse
cow
rabbit
duck
turkey
chicken
rooster
sheep
pig
feet
wings
land
barn
farm
pond
grass
bow wow
neigh
quack
cluck
cock a doodle doo
countryside
sky
plant
water
tree
field
grain
hay
meow
moo
gobble
meat

* review words (size and colors)

V. Structures

I like/do not like
It says
___ says
on the farm
in the barn
in the house
walk
run
jump
fly
swim
hop
gallop
eat
Do you have?
What does the __ say?
larger
smaller
It lives

VI. Sample Activities (all spoken in the target language)

1. Give puppets or stuffed animals to students. Say "Do you have the ___?" Student responds "I have the __."

2. Tell students "Touch the ___, hand it to ___, who has the ___ now?"

3. Hide an animal and ask "What is missing?" Students name the missing animal.

4. Pink elephant card game. Put students in small groups. They play a game similar to go fish. They must ask for an animal to make a book.

5. Guessing game. Student selects an animal and gives clues to the class who guesses the animal.

6. Hold up a picture of an animal. Student describes saying three things about the picture.

7. Pin/tape the picture of an animal on a student's back. Student asks questions to five other students to be answered by "Yes, you have a ___ "or no, "You do not have ___."

8. Make a graph of preference. Predict before making the graph which will be the class favorite animal. Ask questions about the graph when completed.

9. Disagreement. Student 1 says "I like the horse because it says neiiiigh", student 2 says "I like the cow because its says mooo."

10. Pantomine an animal's movement. Guess what animal it is and how it moves.

11. Student asks "What does the __ say?" and another student answers.

12. Each student is assigned an animal sound. He/she must find all the other animals making the same sound.

13. Using pictures of food, student matches animal with the food it eats, and states "It eats meat, or it eats plants."

14. Sort or group animals by telling another student in what group to put him (by size, what eaten, where it lives.)

15. Compare size by picking 2 pictures (or 2 stuffed animals) and say which is larger or smaller.

16. Students make a class book, each student selects one animal and identifies it in writing by using the structures provided by the teacher e.g., "It is ___. I like/do not like ___," and by describing it briefly. After the book is compiled, students read aloud.

VI. **Assessment**

- Students are given pictures of animals in zip lock bags, they pull out and display the animal being described by their teacher or a peer.
- The teacher describes an animal and the students draw the animal according to the description.
- Each student draws a card of an animal, and states its name and two additional things about the animal.
- Students choose several animals and state what they have in common.
- Students tell how the animal of their choice moves.
- Display pictures of animal environment (a lake/pond/sea, the sky, the countryside). Give out pictures of animals and have them place the animals in their proper habitat. Then ask them to tell where the animal lives.
- Students select an animal and produce the corresponding sound.

Sample Unit - In the Community

Grade 4

*This is a new unit, not previously taught. Suggested sample unit designed by Fran Head, Teresa Shoun, Sarah Hicks, Susan Browder, Laura Hemphill (Northwest Technical Assistance Center).

I. Language Objectives

- Demonstrate comprehension of names of places and buildings in the community.
- Name places and buildings orally in a community.
- Orally ask for directions to places in the community.
- Give directions to places in the community.
- Follow directions to places in the community.
- Express need or condition with an appropriate place in the community.
- Label visuals by attaching written word cards and read them aloud.
- Copy the question " Where is__?" and complete questions and answers from a word bank.

II. Content Integration Objectives

- Point out directions (N, S, E, W, left, right) on a map in response to oral directions.
- Locate (manually) places on a map of the community in response to oral directions.

III. Cultural Goals

- Become familiar with the appearance of a typical Francophone or Hispanic town.

IV. Vocabulary (* review words)

north
south
east
west
*right
*left
straight (ahead)
in front of
behind
beside (next to)
post office
hospital
*school
library
*book
between
park
bank
restaurant
sick
*optional: near, far

V. Structures

*Where is_____?
I'm hungry
I'm sick
I want (to)___
Turn
Go
to the
Why?

VI. Sample Activities (all spoken in the target language)

1. Using visuals, teacher will help students acquire targeted vocabulary.

2. Students go to various locations in the community displayed around the room. First they are directed by the teacher, then by other students.

3. Using individual maps, students will move markers according to teacher's directions e.g., from the ___, turn left. Teacher illuminates overhead map after students have made their location selections.

4. As a reading/writing activity, students create a "flip-card" using the phrase "Where is the ___?" on the outside of the card and creating an appropriate written response with illustration on the inside of the card.

5. Students participate in short dialogues based on the model:
   – Where are you going?
   – To the ____ (hospital, library).
   – Why?
   – I am ___ (sick) or I want __ (a book).

6. Students draw their own community and label the buildings as appropriate by choosing words from a word bank.

7. Label the four corners of the room north, south, east, west. Students move to the direction called out by the teacher first then by their peers.

VII. Assessment

1. At the beginning of a new unit, students are given a check sheet outlining specific language expectations such as the following ones:
   I can name several buildings in my town, I can say where those buildings are located, I can ask where places are in town, I can understand directions.
   They check the individual items on the list when they feel they can do them. They then perform the tasks for the teacher and take the sheet home for their parents/guardians' signature.

2. Students draw cards of different buildings and match them with the corresponding written card.

3. Students are given a map of their community including the buildings under study. As they listen to the teacher (or one of their peers) tell all the buildings they have gone to in a day, students number the buildings on their maps in chronological order.

4. Using the map of their community, students call out the buildings which are located in the location (north, south, east, west) called out by their peers.

Sample Unit - Clothing

Grade 3 (4th year of instruction)

Suggested sample unit designed by: Janet Bullis, Jacqueline Cooke, Debbie Rogers, Cathy Lockhart (Northwest Technical Assistance Center).

I. Language Objectives

- Describe clothes using big, little, and medium.
- Describe clothing orally using colors, sizes, clean, dirty, old, new.
- Identify clothing worn in different seasons/weather.
- Ask price of clothing in a store.
- Tell what he/she or someone else is wearing.
- Label clothes.
- Recognize words of clothes when written.

II. Content Integration Objectives

- Identify clothing worn in different climates.

III. Cultural Objectives

- Compare styles in USA to styles in the target countries.
- Identify and describe native costumes of target countries.

IV. Vocabulary (*review words)

pants*
skirt*
shirt*
t-shirt*
hat *
shoes*
socks*
sweater*
colors*
medium*
seasons/weather*
dress
coat
bathing suit
new
dirty

jacket*
big*
small*
numbers*
blouse
shorts
old
clean
suitcase

V. Structures

I wear
He/she wears
It is___
They are___
How much?

VI. Sample Activities (all spoken in the target language)

1. Students dress paper dolls according to directions given by the teacher and by students.

2. Make a graph with one column for sneakers, one for pants/jeans, one for skirt. Give students sticky notes for them to write their name. Have students one at a time come to the chart and put their note under thecolumn(s) describing what they are wearing. As they put their sticky note they can say "I am wearing sneakers."

3. Students generate sentences based on the graph.

4. Students match articles of clothing with cards containing words from a word bank.

5 A student describes what a classmate is wearing while the other students guess the name of the student wearing the clothes described.

6. Go on a trip to S. America. What clothing should you take? Students pack a suitcase and call out what they are taking with them.

7. Using a word bank, students make a list of what clothes they are taking with them for their month-long trip.

8. Students view pictures of children from different countries wearing traditional clothing. They describe the pictures.

9. Students illustrate weather conditions and write a brief statement describing the weather. Using their individual pictures, they call out the weather and the clothes needed for that specific weather.

10. Students read a chart listing the clothes and their prices.

11. Students role play. One student asks for the price of one item and the other, looking at the chart, responds. The first student then gives the proper amount of money.

12. Students are grouped and given x amount of money, each group has to make a list of what they want to purchase without going over their budget. They report to the class on their purchase and how much money they have spent.

VI. Assessment

- Students color the pictures of clothing according to the teacher's (or a student's) directions.
- Students name an article of clothing while putting it on or taking it off.
- Students are given a list of items to buy (written words) they have to read the items listed, select them from a display of clothes and tell how much money each item costs.
- Students describe an article of clothing by talking about size, color and price.

Sample Unit - The School Day

Grades 4-5

Suggested sample unit designed by: Jeral Spears, Gayle Stiehm, Anne Nietert, Christie Cibulsky (Northwest Technical Assistance Center).

I. Language Objectives

- Identify classroom objects orally and in writing.
- Identify most used classroom objects by saying the name.
- Follow and give directions and commands using vocabulary (oral and written).
- Ask and answer questions about the location, size, color, etc. of classroom objects.
- Express possession by using classroom vocabulary in simple sentences.

II. Content Integration Objectives

- Identify properties of objects (size, color, shape, and weight).
- Classify objects.
- Estimate the number of objects in a certain location.

III. Cultural Objectives

- Review time by orally identifying times on sample schedules from target cultures.
- Orally identify and describe objects using realia from the target cultures.
- Address teacher using the polite form.
- Begin counting by using thumbs.

IV. Vocabulary (*review words)

pen*
pencil*
desk*
small*
book*
big*
chair*
book*
table*
shapes*
notebook
chalkboard
blue, green, etc.*
heavy/light
in
on
under
next to
in front of
behind
to the right
to the left
numbers 1-60*
time*(quarter past, quarter till, half past, noon, midnight)

V. Structures

Go
Put
Walk
Close
Open
Whose ___ is it?
What is it?
Where is it?
How many___?
This is the _____ of _____
his/her
my
your
I need ___
There is/are #___
I have
He/she has
It is*
It measures

VI. Sample Activities

1. Teacher sets up objects, chooses one, and asks the student to name it.

2. Blindfold a child, he/she feels an object and names it.

3. "Shhh game." Students play against the teacher. Teacher holds an object, names it correctly and students repeat and receive point, if teacher names it incorrectly, students respond with finger over mouth (or if not, teacher gets the point).

4. Teacher gives simple command, which students perform.

5. Students give commands for the class to perform.

6. Students pull paper out of bag, read the command, and perform it.

7. Teacher asks questions about the size, location, etc.; students respond with "It is a __."

8. Student reads a paragraph about the location, size, color of an object, then draws a picture of it.

9. Students, in pairs, ask and answer questions about the size, location, etc., of classroom objects.

10. Teacher asks questions such as, "Whose ___ is this?" Students respond with "This is the ___ of ___ " or they use the pronoun followed by the word.

11. Teacher takes an object from a student and asks "What do you need?", the student responds with "I need ___" or "I need my ___".

12. On a piece of paper, students estimate the number of chairs, tables, pencils, and books in the classroom. After sharing their estimate with the class, they verify their totals.

13. Groups are assigned an object and count the number of that object in the room. Groups describe the object in more detail by identifying colors and sizes of their objects. Then, groups report findings to the class.

14. Individuals who are closest in estimations are helpers in graphing the findings on a class chart.

15. Students estimate the size of some classroom objects using a variety of measurements, e.g., feet, hands, cm, etc.

VII. Assessment

- Students point to the classroom object called out by a peer student .
- Students describe a classroom object by identifying its properties (size, color, shape).
- Students identify the common properties of several classroom objects.
- Students place an object at the specified location.

Sample Unit - Knowing Me, Knowing You

Grade 7 (8th year of study)

Sample unit designed by the Duplin County teachers.

I. Language Objectives

- Demonstrate understanding of who, what, where, how, when, how much and how many questions.
- Demonstrate understanding of descriptive words in simple phrases and sentences.
- Demonstrate understanding of action words in context.
- Compare and contrast orally and in writing.
- Express possession.
- Describe orally and in writing people, places, and things.
- Obtain information through reading.
- Generate in writing two or more related sentences in context.
- Ask questions.

II. Content Integration Objectives

- Weigh, measure and estimate using the metric system.
- Graph student data (e.g., age, height, weight, hobbies, favorite things, etc.)
- Identify food with high fat content.

III. Cultural Objectives

- Use gestures, greetings, expressions, manners, and behaviors which are characteristic of the cultures in which the language is spoken.
- Participate in activities which are characteristic of young adolescents in the cultures where the language is spoken.
- Demonstrate understanding of adolescent literature in the culture where the language is spoken.
- Experience customs and behaviors characteristic of the culture where the language is spoken.

IV. Vocabulary (*review words)

grasa
question words*
bailar*
escuchar*
saber*
ser*
leer*
montar*
escribir*
comer*
tener*
nadar*
gustar*
clothing*
grasoso(a)
hermano(a)
abuelo(a)
vivir*
estar*
conocer*
trabajar*
dormir*
beber*
mirar*
jugar*
hablar*
foods*
llevar*

V. Structures

Verb forms: _Yo (vivo)_
Tú (vives)
El/Ella (vive)
Where? When? What? How?
How much? How many? Why?
Me gusta/ Me gustan/ Me gustan más.
No me gusta/ No me gustan.
Es mi (gato).
Es (el gato) de __ .
Soy ____.
_Es_ ____ .
Está ____ .
Yo como.
El come.

VI. Sample Activities (Cross referenced with objectives)

1. Student Interview. One student interviews another with questions words, e.g., "Who are you? What do you do after school? Where do you live? When is your birthday? How do you get to school? How many brothers and sisters do you have?"

2. In groups of two, students will compare and contrast themselves with their partners, using the verb *tenemos* to make comparisons.

3. a. Using a word bank, students will listen to a paragraph or description and fill in the blanks with correct action words.

   b. Role play. Students choose action card, e.g.,"*Yo bailo.*" Students perform the action written on the card.

   c. Using pictures of various actions, students give sentences stating the action.

   d. Show pictures of different activities and ask students or have students ask questions such as "*¿Sabes nadar?*"

   e. Write ten sentences and allow students to fill in the blank orally and in writing using the appropriate verb e.g.,"*Yo _____ a Michael Jordan.*"

4. Divide the class into pairs. The students will write sentences about the differences between themselves and their partners. Scramble the papers of the students. One group will read aloud the paper submitted by another group and the class will try to figure out which group has partners with these differences.

5. Students express possession by using My/your in sentences about themselves, some of their possessions, or someone else's possession.

6. Oral and written expression. Students describe using My/your ________.

7. a. Students read a paragraph written by individual students about themselves. Students will guess who wrote the paper by the description read aloud.

   b. Students will read a paragraph and answer questions by writing the answers to questions concerning the paragraph. Students can share orally the answers they believe to be correct.

   c. Answer WH (who, what, when, where, etc.) questions from a paragraph describing a sport or other important figure.

   d. Students read a familiar selection (magazine, comics) from which some words have been omitted. Given a list of words, they select the word which fits the sentence.

8. a. Students draw a cartoon and generate related sentences to narrate what takes place in each episode. This activity can be done in groups, with partners, or individually. Cartoons can be displayed on transparencies and the entire class can generate subtitles using language the class already knows.

   b. Students describe themselves in writing.

   c. Students describe someone else in the class in writing.

   d. Students write their likes and dislikes and try to find another person in the class who shares at least two things they like/dislike.

VII. Assessment

1. Students will give response to teacher generated who, what, when, where, how, how much, how many, and why questions.

2. Students will identify by writing the number or letter of a visual described by the teacher.

3. Students will match pictures with action words or sentences from a word bank.

4. Students will respond to correct opposite or appropriate contrast toteacher generated statements (using a Venn Diagram).

5. Students will identify an object by showing possession, e.g., "*Es mi perro,*" or "*Es el perro de Celia Cruz.*"

6. Students will read a short paragraph and answer questions orally or in writing concerning persons, places, and things described in the paragraph.

7. Students will ask at least two questions to another student about a paragraph or a role play situation.

Sample Unit - Let's Take a Trip

Grade 7 (8th year of study)

Sample unit designed by the Duplin County teachers

I. Language Objectives

- Demonstrate understanding of meaning from context clues.
- Demonstrate understanding of where, what, when, how, how much questions.
- Ask for directions.
- Describe places visited orally and in writing.
- Use courtesy formulae orally where applicable.
- Get information from brochures (e.g., time, places, and prices).
- Write short messages.
- Narrate a sequence of events orally and in writing.
- Ask questions.
- Express needs.
- Express likes and dislikes.

II. Content Integration Objectives

- Identify, describe and locate major cities using map skills e.g., N, S, longitude and latitude.
- Compute distances using the metric system and report orally.
- Estimate distances between towns, and total distance travelled.

III. Cultural Objectives

- Use gestures and greetings.
- Identify important individuals.
- Identify Spanish speaking countries in target region where applicable.
- Identify influences on the region e.g., foods, words, dress, architectures.

IV. Vocabulary (*review words)

beach
mountains*
city*
customs
directions
rivers
lakes
state*
country*
continent*
capital*
zoo*
clothes*
weather*
foods*
numbers*
sizes*
colors*
hot*
cold*
please*
thank you*
excuse me*
time*
greetings*
bus
car
train
airplane
taxi
*burro**
ship

V. Structures

May I? *Necesito*
Voy a /Vamos a
How much*
Go. Turn. Stop
On the right/left
On the corner
Prepositions*
Viajar
Comprar
How much does X cost?
Do you have?
Where is ___ ?
Voy, vas, vamos
I went, we went
At the beach, mountains
Es/está

right
left
1st, 2nd...
kilometer
North*
East*
bathroom*

bicycle
trip
mile
meter
South*
West*

I have, you have, we have
(No) Me gusta/ Me gustan
Me gustaría
I want*
I need*
I am hungry
I am thirsty

VI. Sample Activities (not cross referenced with objectives)
Language Objectives

1. a. Use large pictures of Spain. Teacher repeats a sentence that describes one of the pictures, e.g.," Hay *tres barcos en el mar."* Students tell which picture the teacher is describing. Then students take turns making sentences while other volunteer to match the picture with the statements.

2. a. Students are given a map of a city. A question is asked *"Yo necesito dinero. ¿ Dónde está el banco?"* Students look at the map and answer *"El banco está en la calle Morelos, al lado de la joyería. "*

   b. Students are given a map or a written question. A question is asked or read. Students look at the map and answer.

   c. The teacher or a student makes a statement such as *"Yo quiero comprar un boleto para México. ¿ Cuanto cuesta?"* Another student looks at a chart and answers *"Cuesta ___ dólares".*

   d. Students are given a brochure or a map and are asked *"¿Cómo se llama el restaurante grande de color rojo que está en la calle Independencía?"* A volunteer looks at the map or the brochure and answers.

   e. Teacher makes a few statements pertaining to how to get to a special place and based on a map students have to find out the location.

   f. Divide the class into groups of four or five students. Mix students together to allow for varied ability. Each group is given a written set of where, what, when, how, and how much questions such as: "Where is the scene taking place? What is the man buying? When does the plane for Barcelona leave? How many people are on the plane? How much does the ticket cost?" The questions can be based on visuals or on a written paragraph which contains all the information. Students answer the questions in writing and can also be called upon to share their answers orally.

3. a. Using a map, practice North, South, East, and West. Teacher points to a location (state, city, or other area) and students have to state whether it is in the North, South, etc. by saying *"Está en ____. "*

b. Using a map of a city, students role play. One student needs directions to places in the city or in the school. Another student responds with the appropriate directions.

4. a. Teacher models and students will role play in pairs and in groups. The student tells that he is in ___ which is in the country of ___. The state is ____ (N, S, E, or W) of ___. The capital of the state is ___. It is ___ in the summer and ___ in the winter. The state has ___ (state some geographical features).

b. Index cards with the name of a city, town, restaurant, church, etc. The student or teacher picks a card and try to make a description of the place so that the rest of the class can guess where they are.

c. Map of a city. Students describe to teacher or another student where they are using *puntos cardinales*. Teacher or another student must guess where they are.

d. Students invent their own country and describe orally or in writing including capital, president, currency, etc.

e. Students make their own city on a poster board as they dictate points of interest and location to be filled in.

5. a. Locate different cities on a large map taken from the information of a brochure.

b. Listening activity. Students have to fill out a schedule of buses from one city to another according to the information they hear.

c. Students make a brochure of a given city with the name of the city, the location, the weather, and important points of interest.

d. Students find locations of hotels and restaurants from a brochure.

e. Students determine the arrival and departure times of buses and airplanes from a schedule.

f. Students will give the price of certain items listed in a brochure (tickets, hotels, trips, etc.)

g. Given a menu and a certain amount of money, students place an order for food and total how much money they have spent including the tip.

6. a. Students write a postcard to a friend or relative telling them where they have been.

b. Students keep a diary of their daily travels.

c. Students fill out an incomplete postcard.

7. a. Student will role play scenes to become familiar with asking questions related to travel, e.g., "How is the weather, where is the beach, how do you travel to ___, what do you do in ___?"

8. a. Students ask each other the name of a good place to eat in the city. They may also ask for directions for how to get there.

   b. Students ask waiters, grocers, clerks and other service people for necessities, e.g., "I am hungry. I want ___ or I am thirsty. I want ___."

   c. Students look at a menu and state what they like and what they do not like. They also can state their preferences regarding tours, stores, cafes, restaurants and other points of interest as they visit the country.

Content Integration Objectives

1. a. Students find major cities in a given country using a map of that country.

   b. Students form a square shape and make their own country including some geographical features. Students dictate orally the boundaries of the new land.

2. Students measure city to city using kilometers. They use metric rulers and they convert centimeters to kilometers given the scale of the map. Students report orally.

3. Students report orally on the distance traveled using the metric system. They report on the distance between the many towns visited during the entire trip.

VII. Assessment

1. a. Students number their papers. Given a series of pictures, they pick out and write the number or letter of the picture described orally by the teacher.

   b. Using a map, teacher describes the location of a city. Student writes the name of the town.

   c. Teacher describes a place or thing. Students write the appropriate word from a word bank for the description.

2. a. Prices are assigned to items. Students write the prices of items called out by the teacher.

   b. Students are given a written paragraph about the cost of items. Written or oral questions are given to the students about the cost of items mentioned in the paragraph. Students write their responses.

3. Students find time and/or prices from brochures and schedules, according to written directions.

4. Students write a brief message on a postcard.

5. Students will be able to ask at least two questions.

6. Students answer orally or in writing to written questions asking for the location of certain cities in a given country.

7. Students write the cardinal direction and location of cities given a map.

Sample Unit Integrating Foreign Languages, Information Skills and Computer Skills

You and Your Community 9-12

(second year of instruction)

Language: All

Unit Objective(s): In addressing the topic of community, students will provide and obtain information, understand spoken and written language, present information to their classmates, pen and e-mail pals using a variety of technology.

Correlation to the Standard Course of Study:

Foreign Languages

Speaking 2.4:	Describe in phrases and sentences people, places, things, activities and events.
Reading 2.2:	Obtain information through reading.
Reading 2.3:	Identify the main idea and supporting details from single paragraphs and longer narrative and descriptive passages, including authentic materials.
Writing 2.3:	Compose a series of original statements and/or questions related to personal experience.
Writing 2.5:	Compose a series of related sentences that describe, compare or contrast people, places, things and/or activities.
Culture 7.2:	Participate in activities and experience customs and traditions which are characteristic of the culture where the language is spoken.
Culture 7.5:	Identify major geographical features, cities, and regions of the countries where the language is spoken and show their relationship to the culture.

Information Skills:

Goal 1:		The learner will experience a wide variety of reading, listening, and viewing resources to interact with ideas in an information-intensive environment.
	1.1	The learner will explore reading, listening, viewing, sources and formats.
	1.2	The learner will identify criteria for excellence in design, content, and presentation of information and formats.
	1.3	The learner will critique information sources and formats.
	1.4	The learner will relate ideas and information to life experiences.
	1.5	The learner will communicate reading, listening, and viewing experiences.
Goal 2:		The learner will identify and apply strategies to access, evaluate, use, and communicate information for learning, decision-making, and problem-solving.

2.1 The learner will explore research processes that meet information needs.
2.2 The learner will engage in a research process to meet information needs.

Computer Skills:

Goal 1: The learner will understand important issues of a technology-based society and will exhibit ethical behavior in the use of computer technology.

1.1 Societal Use... Identify examples and analyze societal impact of advanced and emerging technologies.

Goal 3: The learner will use a variety of computer technology to access, analyze, interpret, synthesize, apply and communicate information.

3.1: Curriculum Software Use...Identify and independently use computer hardware and software for class and personal use.

Suggested activities:

- Since this is a unit on community, have students brainstorm a list of questions pertaining to the community they would like to ask of their counterparts in another town, state, or country.
  Include the question "What do you want to know about our community?"

- E-mail the questions or send them through regular mail. You may choose to send those questions to students in one town or you may want to venture and send them to people in different locations in the target country or in different countries. Sending the questions to countries where the language is spoken is optimum. However, if this is not an option, you can pair up with a school in another area where the foreign language is taught as long as the communication takes place in the target language.

- Students collect the responses to their question, "What do you want to know about our community?", they read and share them with the rest of the class and begin to organize the questions into topics.

- In groups, students select a special topic related to their own community as suggested by the key pals or pen pals i.e., location and climate, history, tourist attractions, foods and animals indigenous to the area, etc. for the purpose of conveying this information back to their e-mail pal or pen pals.

- Students begin researching and collecting information on their selected topic using on-line searches, CD-Rom resources, and World Wide Webs.

- Students can videotape special features of their local community, they can record some oral history from grandparents or older people in the community, they can take snapshots of buildings, foods, etc. using digital cameras.

- Students organize their research and develop a presentation to be made to their classmates prior to sending it to their e-mail pals or pen pals. In developing their presentation. Students can use the following:
  - Graphic software to make charts and graphs
  - Word Processor to make their presentation
  - Hyperstudio to present travelogue
  - Pagemaker to do desktop publishing

- Students prepare a package of items indigenous to their own area and mail it to their counterparts along with a brief explanation about each item and a request for comments.

- Students collect and organize the responses to their questions about the communities of their key and/or pen pals. According to the number of responses received, they may want to develop a database to collect and organize this data.

- Students share their newfound knowledge about other communities with other classes in their schools, in feeder schools, in their communities, and in a variety of programs (PTA or PTO, International Festivals, School Boards, TV shows, etc.).

Sample Unit - Clothing 9-12

(first year of instruction)

Sample unit designed by Lynn Sloan Barnes, Linda Steelman, Josie Bartz, Cecilia Eanes, Liz Conine (Northwest Technical Assistance Center).

I. Language Objectives

- Point to and name clothing and accessories.
- Relate clothing to seasonal weather conditions orally.
- Describe clothing.
- Tell what you and other students are wearing.
- Ask for certain articles of clothing.

II. Content Integration Objectives

- Select appropriate clothing based on the weather.
- Name the seasons based on calendar month of the target country.
- Pay for clothing in foreign currency.

III. Cultural Objectives

- Convert size differences.

IV. Vocabulary

dress
shirt
shoes
socks
coat
sweater
jeans
shorts
jacket
pants
sweats
watch
earrings
belt
gloves
wallet
pajamas
boots
large
hat
raincoat
tee shirt
vest
swimming suit
bracelet
ring
necklace
purse
underwear
slippers
robe
small
medium
scarf
include traditional clothing (*béret, rebozo*)
*review words (colors, weather expressions, seasons, numbers)

V. Structures

I wear, he/she wears
to put on
I would like
I want
I need
How much is this?

VI. Sample Activities

1. Who is missing? Describe clothing of missing person.

2. Role play purchasing clothing.

3. Draw clothing mentioned.

4. Role play packing for a trip.

5. Draw clothing
   a. Prepare handout with numbered squares
   b. Direct students to draw a particular piece of clothing in square one, another article in square 2, etc.
   c. (Opt) Call out particular colors and allow students to color their drawings.

6. Describe clothing of "mystery person."
   a. Kidnap a student (innocent bystander) or teacher passing by in the hall.
   b. Introduce the person to the class and send them on their way.
   c. Ask class to describe the clothing and accessories worn by the "guest"
   d. Pair students and ask them to choose a classmate whose clothing they will describe for the class, one will describe waist up the other waist down. Class must guess the mystery person's identity.

7. Videotape a fashion show done by students (may be done in a series of classes, 15 min. per day).
   a. Pair students. Students write descriptions of clothing and accessories to wear in the show.
   b. Divide class per season, in 4 groups.
   c. Each day tape a different season. Students take turns as emcee and model. Emcee stands near the camera when speaking then models.
   d. Prepare "scorecards" so that students may rate the emcee's oral skills.

8. Role play packing for a trip
   a. Assign a different weather location to each student in pairs.
   b. Give each student a suitcase with clothing piled between them. Each packs a suitcase while one is saying "It is cold in La Paz. I need a sweater." The other is saying "It is hot in Guatemala. I need a swimsuit."

9. Role play clothing purchase. (You arrive and you realize that you forgot something.)
   a. Pair students. One plays the customer the other is the salesperson.
   b. Conversation must include " I would like", "how much?", "what size?" as appropriate in target country, "what color?" and payment in the foreign currency.

VII. Assessment

1. Writing: Teacher can grade written conversation used as scripts in conversations role played.

2. Speaking: Teacher and students evaluate emcees in fashion show. Teacher can review videotape.

3. Reading: Students read a description of clothing shown in photos, and match the description and the photo.

4. Listening: Display large photos from magazines labeled by letters or numbers. Describe the clothing shown in one. Students must write the letter identifying the photo described.

Assessment of Performance in the Foreign Language Class

Introduction

In the ERIC Digest article "Alternative Assessment and Second Language Study: What and Why?" Charles R. Hancock states "In the 1990's, we have come to realize that new, alternative ways of thinking about learning and assessing learning are needed." Research lead by Gardner, Fodor, Sternberg, Perkins and Gruber has"...shown that creative individuals do not have unique mental modules, but they use what they have in more efficient and flexible ways."

In addition, while the traditional paper and pencil tests may be effective to assess some of the skills (such as listening), they are not sufficient to assess the productive skills of speaking and writing. The nature of proficiency-oriented language experiences calls for a variety of assessment options reflecting the numerous instructional strategies used in the classroom.

Alternative Assessment

Many alternative forms of assessment have been developed to address the needs of the students in the foreign language class. Teachers can incorporate alternative assessment since it allows students to demonstrate what they can do with the language within a meaningful context. By putting the focus on the students' strengths, a teacher can get a more accurate view of students' achievement, of what they can do and of what they are trying to do. In her book *How to Assess Authentic Learning,* Kay Burke states:

> Recent studies suggest that poor thinkers and problem solvers may possess the skills they need, but they may fail to use them in certain tasks.

For this reason, assessment in a foreign language class needs to address the "whole" rather than isolated parts. Testing the students on the different future endings does not guarantee that they can apply this knowledge in a meaningful setting.

Some possible alternative assessments can include portfolio assessment, performance and exhibitions, projects, learning logs and journals, observation checklists, student self-assessments, peer assessments, etc.

Steps in Creating Assessment Tasks

When devising an alternative assessment activity, it is essential to define the objectives prior to defining the activity. Then, it will be easier to decide the specific task and to establish the scoring criteria.

When designing assessment tasks, teachers must select a task that can be accomplished at many levels, so that it will be accessible to the full range of students in the classroom. Furthermore, teachers need to tailor the assessment to show what they expect students to know. If they want to know that students have gotten facts, they can ask simple questions. However, if they want to know that students can infer, they will need to provide opportunities for students to elaborate in some way.

According to the Fairfax County Public Schools Publication *A.S.A.P. Alternative Strategies for Assessing Performance,* there are several essential steps in creating an assessment task.

1. Decide what you want your students to know or to be able to do. Determine whether you want to concentrate on one skill (writing, listening, etc.) or if you want to assess several skills at the same time.
2. Design the task you want to use to have your students show their attainment of the skill(s) and appropriate content. Pay attention to creating an authentic task that students would actually do if they were living or traveling in the foreign country.
3. Establish the scoring criteria for assessing student achievement. You may create your own scoring criteria. Also, you may want to have a self-and/or peer-assessment be part of your overall assessment.
4. Determine point values or grading scales for your scoring criteria. This may involve giving different weights to different criteria.
5. Results of the assessment activity can be used by students and parents to focus on areas for improvement. Since the assessment is broken down into specific criteria, students can see more clearly where improvements could be made. Also teachers can use the results to determine the focus of future activities.

Performance Based Assessment

Performance assessment requires the development of new assessment tools and scoring rubrics. This type of assessment requires students to show, in authentic context, what they can do with the language.

Some specific examples of performance assessments include: role playing and interviewing, corresponding via regular mail or e-mail, planning events, using maps, schedules, menus, etc.

While objective tests are easy to grade, performance-based assessments require a more subjective judgment on the part of the teachers. Thus, criteria and rubrics need to be developed prior to the students' assignments. These criteria define the standards for acceptable performance and can be used for self-assessment, peer evaluation, or teacher evaluation. It is a good idea to involve the students in the development of the criteria because their participation will empower them by giving them sense of ownership on their own learning.

Characteristics of Scoring Criteria

According to the document *A.S.A.P Alternative Strategies for Assessing Performance* from Fairfax County Public Schools, scoring criteria should:

- define expectations for student performance;
- give students and their parents clear feedback with respect to their progress in language proficiency;
- adequately reflect the range of levels at which students may actually perform given tasks;
- clearly describe the characteristics of each performance level;
- include a scale to rate how well students perform;
- provide teachers with well-defined standards for use in developing instructional activities which will allow students to attain set performance levels; and
- help ensure that scoring and evaluation are accurate, unbiased, and consistent. Criteria should also be so clear that several evaluators using them would all score a student's performance within the same range.

A sample foreign language rubric assessing a student's oral presentation follows.

Sample Rubric

Rubrics can be stated in a narrative format, or can be broken down in different categories addressing the essential components of the task. In foreign languages, rubrics addressing the productive skills could include content and organization, mechanics, richness of vocabulary, grammar, relevance to the task, etc. A chart including those elements is presented next.

(0) No response. Task is not addressed. No information is communicated by the student or it is communicated in English. The message is incoherent and cannot be understood at all.

(1) Communicates very little relevant information. Statements are barely coherent. Shows no evidence of organization and employs minimal vocabulary to address the task. Very few statements are structurally correct. There are many unnatural pauses, with halting and fragmentary delivery throughout. Message is barely understood.

(2) Communicates some relevant information with some evidence of organization and structural accuracy. Employs limited vocabulary. The delivery is halting and fragmentary with some unnatural pauses. Some parts of the message can be understood.

(3) Most of the information communicated is relevant with most statements being generally coherent. The information displays some evidence or organization and is generally structurally correct. Employs adequate vocabulary to address the task. There are very few unnatural pauses and most of the message can be understood.

(4) All information communicated is relevant with all statements being coherent, organized and structurally correct. Employs a variety of vocabulary. There are no unnatural pauses. Speech is almost effortless and the entire message can be understood.

Figure 1: Sample Rubric for Oral Performance

Portfolio Assessment

A portfolio is a purposeful collection of students' work that exhibits the students' efforts, progress, and achievement in several areas. Portfolio assessment, in a foreign language, could include a variety of work samples, essays, compositions, journals, tests, pictures, checklists, projects, performances, audio and/or videotapes in order to gain a more complete view of students' progress.

Burke suggests asking the following questions prior to beginning a portfolio.

1. What are the purposes of using a portfolio?
2. How should the pieces in the portfolio be selected?
3. What specific pieces should be included?
4. What are the evaluation options?
5. How should the portfolio be organized?
6. What are the options for conducting portfolio conferences?

An additional question to consider is "Who selects the content of the portfolio?"

In the foreign language class, portfolios can help teachers and students document growth over a period of several years. Furthermore, when used at the middle school level, they can facilitate the placement of students at the appropriate level once those students reach high school.

Projects

Projects in a foreign language classroom are one way to accommodate the students' various learning styles and preferences. They can be student-selected or teacher-prescribed and can include a wide variety of delivery ranging from scenarios, newspapers, audiotapes, news broadcasts, mock interviews, speeches, comedy sketches, dioramas, displays, songs, models, advertisements, brochures, bulletin boards, charts, illustrations, cartoons, and videos to the more traditional reports, essays, presentations.

Through projects students can present "complex information and engage in productive thinking, moving students beyond mere recitation of items learned by rote" (Curry-Samara Model for Developing Middle School Units, 1993).

Criteria

Once again, students can be involved in the development of the project descriptors (criteria) used to evaluate their work. Those descriptors can guide the students as they evaluate their own projects and their peers' (see figure 2 for sample descriptors). Scoring criteria usually outline what is to be evaluated and how it is to be judged.

Sample Criteria

The following chart (see figure 2) illustrates sample criteria developed to evaluate a poster and accompanying text.

PARTS	POINTS	ATTRIBUTES
Title	10 points	Prominent, concise, summarizes main points
Graphics	20 points	Neat, illustrates points, involves the use of colors
Test Content	35 points	Addresses topic, explains the main points, message clearly stated, contains relevant information
Mechanics and Usage	25 points	Accurate spelling, capitalization, and punctuation. Accuracy in basic structures. Brief but concise
Credit	10 points	Includes names and sources

Figure 2: Sample Criteria for a Poster

Learning Logs

A learning log is a journal in which students communicate how and what they have understood about a concept or a unit of study. Students record data and reflect on what they have learned, what they still have questions about, whether they found the material easy or hard, what part they enjoyed the most and what frustrated them and how this connects to other areas. They write to learn by describing their learning processes. For example, in a foreign language class, students could conclude the lesson by:

- Listing the key ideas and/or points
- Stating what was difficult and why
- Explaining how they will use this information

Other suggestions involve the completion of statements such as those suggested by Fogarty and Bellanca (1987).

- One thing I'm excited about is...because...
- I hate it when...because...
- This is like a movie I saw...because...

Dialogue Journals

A dialogue journal is composed of written conversations between teacher and student or student and student. Students write as much as they choose about any topic, and the teacher responds to each student asking questions, answering questions, making comments but never evaluating or correcting. Comments are often brief informal, private, direct and center around more subjective topics. Dialogue journals foster "interaction on real topics and issues which are of interest to the learner" (Peyton, 1986) with a focus placed on the message rather than on the form. They give a good indication of students' progress over the course of a year or a semester and provide a means for teachers to discover students' interests and concerns.

Observation Checklists

Kay Burke (1994) describes an observation checklist as "a strategy to monitor specific skills, behaviors, or dispositions of individual students or all the students in the class." She suggests that teachers use observation checklists for "formative assessments by focusing on specific behaviors, thinking, social skills, writing skills, speaking skills..." Observation checklists are especially well-suited for use at the elementary level.

Considerations for Planning Checklists

When designing an observation checklist the teacher must determine the kind of behavior(s) or skills he/she is hoping to observe. Some observation checklists may be devoted primarily to the application of the writing process while others may focus on higher order thinking skills or on the use of spoken language within the classroom. Checklists can be used with the whole class, with groups, or with individuals and are most effective when the students are aware, from the onset, of the behaviors and/or skills to be observed. This way, the checklists provide the individuals, the groups, and/or the class with guidelines for self monitoring.

Sample Checklists

A sample individual observation checklist and a sample class observation checklist are provided as follows.

INDIVIDUAL OBSERVATION CHECKLIST

Student Name: Jane Smith Class: French III

Person (s) responsible for observation (s) and date (s)

Peer: Marie Dupond Date: 10-12
Student (self): Jane Date: 11-15
Teacher: B. Morris Date: 12-10

Use Frequently (F), Sometimes (S), and Not Yet (NY) to document how often the listed behaviors are observed.

	10-12	11-15	12-10
Listening			
• Recall facts and list details from material heard	F	F	F
Speaking			
• Ask questions and seek information and clarification of meaning	NY	S	S
• Give specific information orally	S	S	F
Reading			
• Obtain information	S	F	F
• Identify main idea and supporting details from authentic materials	F	F	F
Writing			
• Develop an organized summary	NY	NY	S

CLASS OBSERVATION CHECKLIST

Teacher: Class: Date:
Skills:

Names of Students	Frequently, Sometimes, Not Yet

Self-Assessment

Self-assessment enables the students to examine their own work and to reflect upon their accomplishments and progress. In addition, it helps students develop the critical thinking and evaluative skills which are the basis for future learning. The teacher may design the criteria used for self-evaluation or may involve the students in developing their own.

Self-Assessment Sample

One example of a student self-assessment follows.

Check the box when you feel ready to be tested by your teacher

	Time, Price, and Shopping	St	T	Date
1.	I can ask what the time is I can say what the time is			
2.	I can ask how much something costs I can say how much something costs			
3.	I can ask for three items in a shop			
4.	I am familiar with Spanish/French/German currency			
5.	I can ask what others do with their money I can say what I do with my money			
6.	I have designed and labeled a shop window			
7.	I can read a list and select the objects corresponding to the items on the list			

My Assessment

I enjoyed:

I was pleased with:

I am good at:

I would like to improve:

I have also:

Teacher Comment

Parent Signature and Comment:

Peer Assessment

Peer assessment involves students in the evaluation of each other's work according to a set of criteria. Peer evaluation is helpful in fostering the development of analytical and evaluative skills and affords students the opportunity to see different approaches.

Principles of Assessment

The following principles of assessment, developed during a symposium at the Center for Applied Linguistics, are based on the assumption that the purpose of language instruction is to prepare students to use language with cultural understanding and knowledge in real-life contexts. While these principles were developed for early foreign language learning, they apply to language instruction K-12.

1. The purposes for assessment should be clear. The purposes determine the frequency and types of assessment to be done.
2. Assessment should be tied to curricular practices that are informed by second language theory and research.
3. Assessment should be developmentally appropriate.
4. Assessment should reflect student progress along a continuum from simple to progressively more complex tasks.
5. Assessment should be both formative and summative.
6. Assessment should allow students to demonstrate their ability to function in a variety of cognitively engaging tasks.
7. Assessment employs a broad range of data-gathering methods over time.
8. Assessment should be conducted regularly and frequently.
9. Assessment is authentic in that it reflects what students do in the classrooms on a regular basis.
10. Assessment activities should be contextualized and should include culturally appropriate situations.
11. Assessment should encourage students to reflect on their own progress.
12. Assessment results should be reported in a variety of ways based on the target audience.

13. Educators should use assessment efficiently so that demands on instructional time are reasonable.

Conclusion

According to Hancock (1994)

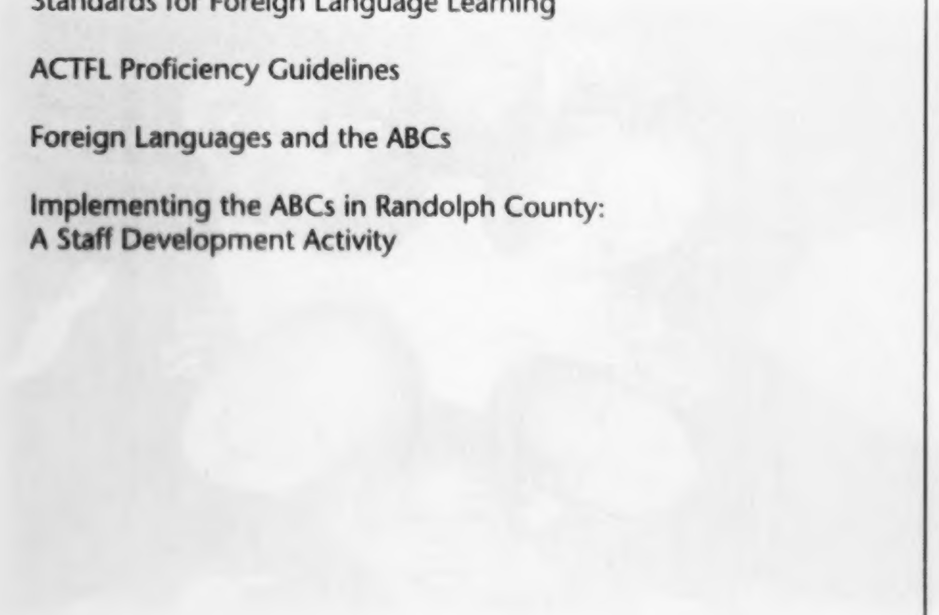
> Even young students know that some of them simply do not do well on tests, often not because of a failure on their part to study or prepare. Because language performance depends so heavily on the purposes for which students are using the language and the context in which it is done, the importance of opportunity for flexible and frequent practice on the part of the students cannot be overestimated.

By incorporating a variety of authentic assessments within the foreign language classroom, teachers recognize and validate the diversity in learning styles while helping students develop the life-long skills related to critical thinking.

Cover to Cover

Part Five

Curriculum Supplementary Materials



26. NC Standard Course of Study: Second Language Goals and Objectives

27. Standards for Foreign Language Learning

28. ACTFL Proficiency Guidelines

29. Foreign Languages and the ABCs

30. Implementing the ABCs in Randolph County: A Staff Development Activity

BEST COPY AVAILABLE

NC Standard Course of Study
Second Language Goals And Objectives (1994)

LISTENING GOAL: TO UNDERSTAND LANGUAGE IN CONTEXT WHEN SPOKEN BY AN EDUCATED NATIVE SPEAKER.

STAGE ONE

1.1 Demonstrate understanding of everyday words when heard.
1.2 Follow affirmative and negative directions and commands.
1.3 Demonstrate understanding of simple affirmative and negative phrases, statements and questions.
1.4 Demonstrate understanding of who, what, where, how, when, and how much/many questions.
1.5 Demonstrate understanding of descriptive words in simple phrases and sentences.
1.6 Demonstrate understanding of expressions of emotion, condition, and preference.
1.7 Demonstrate understanding of action words in context.
1.8 Recall facts and make inferences from a group of related sentences.

STAGE TWO

2.1 Demonstrate understanding of words, phrases, simple statements and questions heard without visual cues or props.
2.2 Demonstrate understanding of meaning from context clues.
2.3 Demonstrate understanding of expressions of emotion, condition, and preference.
2.4 Extract the main idea from material heard.
2.5 Recall facts and list details from material viewed and heard.
2.6 Demonstrate understanding of descriptive passages when heard which compare or contrast two or more elements or which depict the relationship between or among the elements
2.7 Demonstrate understanding of material heard by predicting outcomes, drawing inferences, and making judgments.

STAGE THREE

3.1 Recognize past, present, and future time when heard in simple and complex sentences and in longer passages.
3.2 Recognize intonation patterns and their effect on meaning.
3.3 Demonstrate understanding of the main idea in telephone calls, radio and TV broadcasts, oral reports, poems, and short stories.
3.4 Summarize conversations and oral passages on everyday topics, personal interests and activities, and current events.
3.5 Identify feelings, emotions, and preferences as expressed in conversations, songs, poems, paragraphs, and excerpts from literature and media.

3.6 Demonstrate understanding of material heard by predicting outcomes, drawing inferences, and making judgments.
3.7 Demonstrate understanding of point of view or purpose.

SPEAKING GOAL: TO SPEAK THE LANGUAGE SO AS TO BE UNDERSTOOD BY A NATIVE SPEAKER OF THAT LANGUAGE.

STAGE ONE:

1.1. Use everyday words in speech.
1.2 Use simple phrases, including courtesy formulae.
1.3 Use learned sentences in everyday situations.
1.4 Describe pictures/visuals people, places, and objects in the immediate environment.
1.5 Express emotion, preference, wishing, and condition.
1.6 Use action words and phrases.
1.7 Give affirmative commands.
1.8 Express possession.
1.9 Ask questions.

STAGE TWO

2.1 Use learned phrases and sentences to initiate and sustain simple conversation.
2.2 Recombine known language to produce personalized statements, questions, and responses.
2.3 Produce negative and affirmative statements and questions.
2.4 Describe in phrases and sentences people, places, things, activities, and events.
2.5 Describe a sequence of events.
2.6 Make comparisons and contrasts.
2.7 Express emotion, condition, and preference.
2.8 Use language to classify, summarize, predict, judge, and infer.

STAGE THREE

3.1 Converse on everyday topics with accuracy in some basic language structures using stress, rhythm, and intonation which are comprehensible to a native speaker.
3.2 Communicate orally in past, present, and future time.
3.3 Ask questions to seek information and clarification of meaning; give specific information orally.
3.4 Summarize conversations and oral passages on everyday topics, personal interests and activities, and current events.
3.5 Narrate a simple story or deliver a simple oral report.
3.6 Express emotions, feelings, and preferences and give supporting details.
3.7 Express personal point of view and support it.

READING GOAL: TO UNDERSTAND THE WRITTEN LANGUAGE IN CONTEXT FROM PRINT AND NON-PRINT MATERIALS IN THE TARGET LANGUAGE.

STAGE ONE

1.1 Recognize written words in context which are already understood in the target language.
1.2 Demonstrate understanding of simple phrases and sentences when read.
1.3 Recall facts from a series of connected sentences.
1.4 Make inferences from material read.

STAGE TWO

2.1 Demonstrate understanding of short written passages by identifying words that relate to the main idea.
2.2 Obtain information through reading.
2.3 Identify the main idea and supporting details from single paragraphs and longer narrative and descriptive passages, including authentic materials.
2.4 Identify a sequence of events in a narrative.
2.5 Read familiar written materials for the purpose of summarizing.

STAGE THREE

3.1 Obtain information by reading.
3.2 Identify the main idea and supporting details from authentic materials such as newspaper and magazine articles and literary works.
3.3 Summarize written material on general topics and literary works.
3.4 Determine emotions, feelings, and preferences from reading selections.
3.5 Make predictions and judgments and draw inferences from written materials.
3.6 Demonstrate understanding of the author's point of view or purpose.

WRITING GOAL: TO WRITE SO AS TO BE UNDERSTOOD BY A NATIVE OF THE TARGET LANGUAGE.

STAGE ONE

1.1 Copy learned phrases and sentences in context.
1.2 Write words from memory which are associated with visuals, props, or familiar contexts.
1.3 Write a familiar phrase, statement, or question in context.
1.4 Generate in writing two or more related sentences in context.

STAGE TWO

2.1 Recombine known language to produce personalized statements, questions, and responses.
2.2 Write controlled sentences and paragraphs.
2.3 Compose a series of original statements and/or questions related to personal experience.
2.4 Compose short messages, announcements, advertisements, postcards, and simple letters.
2.5 Compose a series of related sentences that describe, compare or contrast people, places, things, and/or activities.
2.6 Narrate a sequence of events.
2.7 Write one or more sentences that classify, summarize, predict, judge, or infer.

STAGE THREE

3.1 Compose a series of related sentences or a cohesive paragraph on a general topic with good control of some basic language structures.
3.2 Narrate in past, present, and future time.
3.3 Compose cohesive paragraphs which describe, compare or contrast in detail people, places, things, activities, situations, or events.
3.4 Develop an organized summary, composition, report, or article of more than one paragraph.
3.5 Express emotions, feeling and preferences and give supporting details.
3.6 Express personal point of view and support it.
3.7 Compose pattern poetry.

CULTURE GOAL: TO GAIN KNOWLEDGE AND UNDERSTANDING OF OTHER PEOPLES AND THE ABILITY TO USE LANGUAGE AND BEHAVIOR CHARACTERISTIC OF REAL-LIFE SITUATIONS IN THE CULTURES IN WHICH THE LANGUAGE IS SPOKEN.

GRADES K-2

4.1 Recognize and identify gestures, greetings, expressions, manners, and behaviors which are characteristic of the cultures in which the language is spoken.
4.2 Learn age-appropriate songs, rhymes, dances, and games of children in cultures where the language is spoken.
4.3 Demonstrate understanding of children's stories in cultures where the language is spoken.
4.4 Participate in activities related to major holidays, festivals, and special dates that are celebrated by the children in the cultures where the language is spoken.

GRADES 3-5

5.1 Use gestures, greetings, expressions, manners, and behaviors which are characteristic of the cultures in which the language is spoken.
5.2 Learn age-appropriate songs, rhymes, dances, and games of children in cultures where the language is spoken.
5.3 Demonstrate understanding of children's literature including stories, poetry, folk tales, fables, and legends in the cultures where the language is spoken.
5.4 Experience the music and dance from the cultures where the language is spoken.
5.5 Participate in activities which reflect the customs and traditions of children in the cultures where the language is spoken.
5.6 Locate on a map or globe the countries where the language is spoken.

GRADES 6-8

6.1 Use gestures, greetings, expressions, manners, and behaviors which are characteristic of the cultures in which the language is spoken.
6.2 Participate in activities which are characteristic of young adolescents in the cultures where the language is spoken.
6.3 Demonstrate understanding of adolescent literature including stories, poetry, plays, folk tales, fables, and legends in the cultures where the language is spoken.
6.4 Experience customs and traditions of cultures where the language is spoken.
6.5 Locate major cities and identify major geographical features of the countries where the language is spoken and show their relationship to the culture.
6.6 Identify important individuals from the past and present and their contributions in the countries where the language is spoken.
6.7 Demonstrate understanding of the interrelationship of other cultures with one's own culture and recognition of the similarities and differences.

GRADE 9-12

7.1 Utilize appropriate greetings, expressions, manners, and behaviors which are characteristic of the cultures in which the language is spoken.
7.2 Participate in activities and experience customs and traditions which are characteristic of the cultures where the language is spoken.
7.3 Demonstrate understanding of adolescent literature including stories, poetry, plays, folk tales, fables, and legends in the cultures where the language is spoken.
7.4 Demonstrate understanding of contemporary people and lifestyles.
7.5 Identify major geographical features, cities, and regions of the countries where the language is spoken and show their relationship to the culture.
7.6 Identify important events, achievements, and contributions in the countries where the language is spoken and show their influence on their own and other cultures.
7.7 Demonstrate understanding of the interrelationship of other cultures with one's own culture and recognition of the similarities and differences.

chapter

27

Standards For Foreign Language Learning: Preparing For The 21st Century

"In November 1995, The Standards for Foreign Language Learning were officially presented to the U.S. Department of Education at the annual conference of the American Council on the Teaching of Foreign Languages (ACTFL) in Anaheim, California. They represented the seventh and final subject area to receive federal support to develop national standards as part of the America 2000 Education Initiative. The National Standards are not a curriculum guide but must be used in conjunction with state and local standards and curriculum frameworks." (*Standards for Foreign Language Learning and the North Carolina Standard Course of Study,* 1996).

The standards are statements about what students should know and be able to do. They are not a report on the current status of foreign language in this country but rather, they reflect aspirations and directions for the study of the world's languages well into the next century and are inclusive of all languages. As such they are not mandatory and are not a stand-alone document. Careful planning will need to take place to connect them to the state and local curricula. In addition, modifications will need to take place to make them more applicable to all languages.

The standards are organized into five goals, the five Cs of foreign language education. Each goal is subdivided into standards. Progress indicators are suggested for students at grades 4, 8, and 12. These progress indicators describe the abilities and knowledge students will acquire as they progress toward the standard. In addition, learning scenarios illustrate the kind of classroom activities teachers may use to help the students achieve the standards.

1. Communication: Communicate in Languages other than English.

Standard 1.1: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.

Standard 1.2: Students understand and interpret the written and spoken language on a variety of topics.

Standard 1.3: Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.

2. Cultures: Gain Knowledge and Understanding of Other Cultures.

Standard 2.1: Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.

Standard 2.2: Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.

3. Connections: Connect with other Disciplines and Acquire New Information.

Standard 3.1: Students reinforce and further their knowledge of other disciplines through the foreign language.

Standard 3.2: Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.

4. Comparisons: Develop Insight into the Nature of Language and Culture.

Standard 4.1: Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.

Standard 4.2: Students demonstrate understanding of the concept of the culture through comparisons of the cultures studied and their own.

5. Communities: Participate in Multilingual Communities at Home and Around the World.

Standard 5.1: Students use the language both within and beyond the school setting.

Standard 5.2: Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.

To order your own copy of the national standards for foreign languages write to the following address and enclose a check for $20.00 (this includes shipping and handling):

National Standards Report
P.O. Box 1897
Lawrence, KS 66044
(913) 843-1221
(800) 627-0629

A training packet *Standards for Foreign Language Learning and the North Carolina Standard Course of Study* can be obtained by having the central office coordinator request it from Fran Hoch (919) 715-1797 or from Bernadette Morris (919) 715-1798.

chapter

28

American Council on the Teaching of Foreign Languages (ACTFL) Proficiency Guidelines

Generic Descriptions-Listening

	These guidelines assume that all the listening tasks take place in an authentic environment at a normal rate of speech using standard or near-standard norms.
Novice Low	Understanding is limited to occasional words, such as cognates, borrowed words, and high-frequency social conventions. Essentially no ability to comprehend even short utterances.
Novice Mid	Able to understand some short, learned utterances, particularly where context strongly supports understanding and speech is clearly audible. Comprehends some words and phrases for simple questions, statements, high-frequency commands and courtesy formulae about topics that refer to basic personal information or the immediate physical setting. The listener requires long pauses for assimilation and periodically requests repetition and/or slower rate of speech.
Novice High	Able to understand short, learned utterances and some sentence-length utterances, particularly where context strongly supports understanding and speech is clearly audible. Comprehends words and phrases from simple questions, statements, high-frequency commands and courtesy formulae. May require repetition, rephrasing and/or a slowed rate of speech for comprehension.
Intermediate Low	Able to understand sentence-length utterances which consist of recombinations of learned elements in a limited number or content areas, particularly if strongly supported by the situational context. Content refers to basic personal background and needs, social conventions and routine tasks, such as getting meals and receiving simple instructions and directions. Listening tasks pertain primarily to spontaneous face-to-face conversations. Understanding is often uneven; repetition and rewording may be necessary. Misunderstandings in both main ideas and details arise frequently.
Intermediate Mid	Able to understand sentence-length utterances which consist of recombinations of learned utterances on a variety of topics. Content continues to refer primarily to basic personal background and needs, social conventions and somewhat more complex tasks, such as lodging, transportation, and shopping. Additional content areas include some personal interests and activities, and a greater diversity of instructions and directions. Listening tasks not only pertain to spontaneous face-to-

	face conversations and some deliberate speech, such as simple announcements and reports over the media. Understanding continues to be uneven.
Intermediate High	Able to sustain understanding over longer stretches of connected discourse on a number of topics pertaining to different times and places; however, understanding is inconsistent due to failure to grasp main ideas and/or details. Thus, while topics do not differ significantly from those of an Advanced-level listener, comprehension is less in quantity and poorer in quality.
Advanced	Able to understand main ideas and most details of connected discourse on a variety of topics beyond the immediacy of the situation. Comprehension may be uneven due to a variety of linguistic and extra linguistic factors, among which topic familiarity is very prominent. These texts frequently involve description and narration in different time frames or aspects, such as present, nonpast, habitual, or imperfective. Texts may include interviews, short lectures on familiar topics, and news items and reports primarily dealing with factual information. Listener is aware of cohesive devices but may not be able to use them to follow the sequence of thought in oral text.
Advanced Plus	Able to understand the main ideas of most speech in a standard dialect; however, the listener may not be able to sustain comprehension in extended discourse which is proportionally and linguistically complex. Listener shows an emerging awareness of culturally implied meanings beyond the surface meanings of the text but may fail to grasp sociocultural nuances of the message.
Superior	Able to understand the main ideas of all speech in a standard dialect, including technical discussion in a field of specialization. Can follow the essentials of extended discourse which is propositionally and linguistically complex, as in academic/professional settings, in lectures, speeches, and reports. Listener shows some appreciation of aesthetic norms of target language, of idioms, colloquialisms, and register shifting. Able to make inferences within the cultural framework of the target language. Understanding is aided by an awareness of the underlying organizational structure of the oral text and includes sensitivity for its social and cultural references and its affective overtones. Rarely misunderstands but may not understand excessively rapid, highly colloquial speech or speech that has strong cultural references.

Generic Descriptions-Speaking

Novice	The Novice level is characterized by the ability to communicate minimally with learned material.
Novice Low	Oral production consists of isolated words and perhaps a few high-frequency phrases. Essentially no functional communicative ability.
Novice Mid	Oral production continues to consist of isolated words and learned phrases within very predictable areas of need, although quality is increased. Vocabulary is sufficient only for handling simple, elementary needs and expressing basic courtesies. Utterances rarely consist of more than two or three words and show frequent long pauses and repetition of interlocutor's words. Speaker may have some difficulty producing even the simplest utterances. Some Novice-Mid speakers will be understood only with great difficulty.
Novice High	Able to satisfy partially the requirements of basic communicative exchanges by relying heavily on learned utterances but occasionally expanding these through simple recombinations of their elements. Can ask questions or make statements involving learned material. Shows signs of spontaneity although this falls short of real autonomy of expression. Speech continues to consist of learned utterances rather than of personalized, situationally adapted ones. Vocabulary centers on areas such as basic objects, places, and most common kinship terms. Pronunciation may still be strongly influenced by first language. Errors are frequent and, in spite of repetition, some Novice-High speakers will have difficulty being understood even by sympathetic interlocutors.
Intermediate	The Intermediate level is characterized by the speaker's ability to: - create with the language by combining and recombining learned elements, though primarily in a reactive mode; - initiate, minimally sustain, and close in a simple way basic communicative tasks; and - ask and answer questions.
Intermediate Low	Able to handle successfully a limited number of interactive, task-oriented and social situations. Can ask and answer questions, initiate and respond to simple statements and maintain face-to-face conversation, although in a highly restricted manner and with much linguistic inaccuracy. Within these limitations, can perform such tasks as introducing self, ordering a meal, asking directions, and making purchases. Vocabulary is adequate to express only the most elementary needs. Strong interference from native language may occur. Misunderstandings frequently arise, but with repetition, the Intermediate-Low speaker can generally be understood by sympathetic interlocutors.

Intermediate Mid	Able to handle successfully a variety of uncomplicated, basic and communicative tasks and social situations. Can talk simply about self and family members. Can ask and answer questions and participate in simple conversations on topics beyond the most immediate needs; e.g., personal history and leisure time activities. Utterance length increases slightly, but speech may continue to be characterized by frequent long pauses, since the smooth incorporation of even basic conversational strategies is often hindered as the speaker struggles to create appropriate language forms. Pronunciation may continue to be strongly influenced by first language and fluency may still be strained. Although misunderstandings still arise, the Intermediate-Mid speaker can generally be understood by sympathetic interlocutors.
Intermediate High	Able to handle successfully most uncomplicated communicative tasks and social situations. Can initiate, sustain, and close a general conversation with a number of strategies appropriate to a range of circumstances and topics, but errors are evident. Limited vocabulary still necessitates hesitation and may bring about slightly unexpected circumlocution. There is emerging evidence of connected discourse, particularly for simple narration and/or description. The Intermediate - High speaker can generally be understood even by interlocutors not accustomed to dealing with speakers at this level, but repetition may still be required.
Advanced	The Advanced level is characterized by the speaker's ability to: - converse in a clearly participatory fashion; - initiate, sustain, and bring to closure a wide variety of communicative tasks, including those that require an increased ability to convey meaning with diverse language strategies due to a complication or an unforeseen turn of events; - satisfy the requirements of school and work situations and - narrate and describe with paragraph-length connected discourse.
Advanced	Able to satisfy the requirements of every day situations and routine school and work requirements. Can handle with confidence but not with facility complicated tasks and social situations, such as elaboration, complaining, and apologizing. Can narrate and describe with some details, linking sentences together smoothly. Can communicate facts and talk causally about topics of current public and personal interest, using general vocabulary. Shortcomings can often be smoothed over by communicative strategies, such as pause fillers, stalling devices, and different rates of speech. Circumlocution very often is quite successful, though some groping for words may still be evident. The Advanced-level speaker can be understood without difficulty by native interlocutors.

Advanced Plus

Able to satisfy the requirements of a broad variety of everyday, school, and work situations. Can discuss concrete topics relating to particular interests and special fields of competence. There is emerging evidence of ability to support opinions, explain in detail, and hypothesize. The Advanced-Plus speaker often shows a well developed ability to compensate for an imperfect grasp of some forms with confident use of communicative strategies, such as paraphrasing and circumlocution. Differentiated vocabulary and intonation are effectively used to communicate fine shades of meaning. The Advanced-Plus speaker often shows remarkable fluency and ease of speech but under the demands of Superior-level, complex tasks, language may break down or prove inadequate.

Superior

The Superior level is characterized by the speaker's ability to:

- participate effectively in most formal and informal conversations on practical, social, professional, and abstract topics; and
- support opinions and hypothesize using native-like discourse strategies.

Superior

Able to speak the language with sufficient accuracy to participate effectively in most formal and informal conversations on practical, social, professional, and abstract topics. Can discuss special fields of competence and interest with ease. Can support opinion and hypothesize, but may not be able to tailor language to audience or discuss in depth highly abstract or unfamiliar topics. Usually the Superior level speaker is only partially familiar with regional or other dialectical variants. The Superior level speaker commands a wide variety of interactive strategies and shows good awareness of discourse strategies. The latter involves the ability to distinguish main ideas from supporting information through syntactic, lexical and suprasegmental features (pitch, stress, intonation). Sporadic errors may occur, particularly in low-frequency structures and some complex high-frequency structures more common to formal writing, but no patterns of error are evident. Errors do not disturb the native speaker or interfere with communication.

Generic Descriptions - Reading

These guidelines assume all reading texts to be authentic and legible.

Novice Low	Able occasionally to identify isolated words and/or major phrases when strongly supported by context.
Novice Mid	Able to recognize the symbols of an alphabetic and/or syllabic writing system and/or a limited number of characters in a system that uses characters. The reader can identify an increasing number of highly contextualized words and/or phrases including cognates and borrowed words, where appropriate. Material understood rarely exceeds a single phrase at a time, and rereading may be required.
Novice High	Has sufficient control of the writing system to interpret written language in areas of practical need. Where vocabulary has been learned, can read instructional and directional purposes, standardized messages, phrases or expressions, such as some items on menus, schedules, timetables, maps, and signs. At times but not on a consistent basis, the Novice-High level reader may be able to derive meaning from material at a slightly higher level where context and/or extra linguistic background knowledge are supportive.
Intermediate Low	Able to understand main ideas and/or some facts from the simplest connected texts dealing with basic personal and social needs. Such texts are linguistically noncomplex and have a clear underlying internal structure, for example, chronological sequencing. They impart basic information about which the reader has to make only minimal suppositions or to which the reader brings personal interest and/or knowledge. Examples include messages with social purposes or information for the widest possible audience, such as public announcements and short, straightforward instructions dealing with public life. Some misunderstanding will occur.
Intermediate Mid	Able to read consistently with increased understanding simple connected texts dealing with a variety of basic and social needs. Such texts are still linguistically noncomplex and have a clear internal structure. They impart basic information about which the reader has to make minimal suppositions and to which the reader brings personal interest and/or knowledge. Examples may include short, straightforward descriptions of persons, places, and things written for a wide audience.
Intermediate High	Able to read consistently with full understanding simple connected texts dealing with basic personal and social needs about which the reader has personal interest and/or knowledge. Can get some main ideas and information from texts at the next higher level featuring description and narration. Structural complexity may interfere with com-

prehension; for example, basic grammatical relations may be misinterpreted and temporal references may rely primarily and lexical terms. Has some difficulty with the cohesive factors in discourse, such as matching pronouns with referents. While texts do not differ significantly from those at the Advanced level, comprehension is less consistent. May have to read material several times for understanding.

Advanced

Able to read somewhat longer prose of several paragraphs in length, particularly if presented with a clear underlying structure. The prose is predominantly in familiar sentence patterns. Reader gets the main ideas and facts and misses some details. Comprehension derives not only from situational and subject matter knowledge but from increasing control of the language. Texts at this level include descriptions and narrations such as simple short stories, news items, bibliographical information, social notices, personal correspondence, routinized business letters and simple technical material written for the general reader.

Advanced Plus

Able to follow essential points of written discourse at the Superior level in areas of special interest or knowledge. Able to understand parts of texts which are conceptually abstract and linguistically complex, and/or texts which treat unfamiliar topics and situations, as well as some texts which involve aspects of target-language culture. Able to comprehend the facts to make appropriate inferences. An emerging awareness of the aesthetic properties of language and of its literary styles permits comprehension of a wider variety of texts, including literary. Misunderstandings may occur.

Superior

Able to read with almost complete comprehension and at normal speed expository prose on unfamiliar subjects and a variety of literary texts. Reading ability is not dependent on subject matter knowledge, although the reader is not expected to comprehend thoroughly texts which are highly dependent on knowledge of the target culture. Reads easily for pleasure. Superior-level texts feature hypotheses, argumentation and supported opinions and include grammatical patterns and vocabulary ordinarily encountered in academic/professional reading. At this level, due to the control of general vocabulary and structure, the reader is almost always able to match the meanings derived from extralinguistic knowledge with meaning derived from knowledge of the language, allowing for smooth and efficient reading of diverse texts. Occasional misunderstandings may still occur; for example, the reader may experience some difficulty with unusually complex structures and low-frequency idioms. At the Superior level the reader can match strategies, top-down or bottom-up, which are appropriate to the text. (Top-down strategies rely on real-world knowledge and prediction based on genre and organizational scheme of the text. Bottom-up strategies rely on actual linguistic knowledge.) Material at this level will included a variety of literary texts, editorials, correspondence, general reports and technical material in professional fields. Rereading is rarely necessary and misreading is rare.

Generic Descriptions - Writing

Novice Low	Able to form some letters in an alphabetic system. In languages whose writing systems use syllabaries or characters, writer is able to both copy and produce the basic strokes. Can produce romanization of isolated characters, where applicable.
Novice Mid	Able to copy or transcribe familiar words or phrases and reproduce some from memory. No practical communicative writing skills.
Novice High	Able to write simple fixed expressions and limited memorized material and some recombinations thereof. Can supply information on simple forms and documents. Can write names, numbers, dates, own nationality, and other simple autobiographical information as well as some short phrases and simple lists. Can write all the symbols in an alphabetic or syllabic system or 50-100 characters or compounds in a character writing system. Spelling and representation of symbols (letters, syllables, characters) may be partially correct.
Intermediate Low	Able to meet limited practical writing needs. Can write short messages, postcards, and take down simple notes, such as telephone messages. Can create statements or questions within the scope of limited language experience. Material produced consists of recombinations of learned vocabulary and structures into simple sentences on very familiar topics. Language is inadequate to express anything but elementary needs. Frequent errors in grammar, vocabulary, punctuation, spelling and in formation of nonalphabetic symbols, but writing can be understood by natives used to the writing of nonnatives.
Intermediate Mid	Able to meet limited practical writing needs. Can write short, simple letters. Content involves personal preferences, daily routine, everyday events, and other topics grounded in personal experience. Can express present time or at least one other time frame as aspect consistently, e.g., nonpast, habitual, imperfective. Evidence of control of the syntax of noncomplex sentences and basic inflectional morphology, such as declensions and conjugation. Writing tends to be a loose collection of sentences or sentence fragments on a given topic and provides little evidence of conscious organization. Can be understood by natives used to the writing of nonnatives.
Intermediate High	Able to meet most practical writing needs and limited social demands. Can take notes in some detail on familiar topics and respond in writing to personal questions. Can write simple letters, brief synopses and paraphrases, summaries of biographical data, work and school experience. In those languages relying primarily on content words and time expressions to express time, tense, or aspect, some precision is displayed; where tense and/or aspect is expressed though verbal inflection, forms are

	produced rather consistently, but not always accurately. An ability to describe and narrate in paragraphs is emerging. Rarely use basic cohesive elements, such as pronominal substitutions or synonyms in written discourse. Writing, though faulty, is generally comprehensible to natives used to the writing of nonnatives.
Advanced	Able to write routine social correspondence and join sentences in simple discourse of at least several paragraphs in length on familiar topics. Can write simple social correspondence, take notes, write cohesive summaries and resumes, as well as narratives and descriptions of a factual nature. Has sufficient writing vocabulary to express self simply with some circumlocution. May still make errors in punctuation, spelling, or the formation of nonalphabetic symbols. Good control of the morphology and the most frequently used syntactic structures, e.g., common word order patterns, coordination, subordination, but makes frequent errors in production of complex sentences. Uses a limited number of cohesive devices, such as pronouns accurately. Writing may resemble literal translations from the native language, but a sense of organization (rhetorical structure) is emerging. Writing is understandable to natives not used to the writing of nonnatives.
Advanced Plus	Able to write about a variety of topics with significant precision and in detail. Can write most social and informal business correspondence. Can describe and narrate personal experiences fully but has difficulty supporting points of view in written discourse. Can write about the concrete aspects of topics relating to particular interests and special fields of competence. Often shows remarkable fluency and ease of expression, but under time constraints and pressure writing may be inaccurate. Generally strong in either grammar or vocabulary, but not in both. Weakness and unevenness in one of the foregoing or in spelling or character writing may result in occasional miscommunication. Some misuse of vocabulary may still be evident. Style may still be obviously foreign.
Superior	Able to express self effectively in most formal and informal writing on practical, social and professional topics. Can write most types of correspondence, such as memos as well as social and business letters, and short research papers and statements of positions in areas of special interest or in special fields. Good control of a full range of structures, spelling or nonalphabetic symbol production, and a wide general vocabulary allow the writer to hypothesize and present arguments or points of view accurately and effectively. An underlying organization, such as chronological ordering, logical ordering, cause and effect, comparison, and thematic development, is strongly evident, although not thoroughly executed and/or totally reflecting target language patterns. Although sensitive to differences in formal and informal style, still may not tailor writing precisely to a variety of purposes and/or readers. Errors in writing rarely disturb natives or cause miscommunication.

Foreign Languages and the ABCs

The study of another language supports the focus placed on reading and writing outlined by the State Board of Education in *The New ABCs of Public Education.* As described in the *North Carolina Standard Course of Study* , the focus of the second language curriculum is the "progressive development of the skills of listening, speaking, reading, and writing in the second language within the context of the culture in which the language is spoken." Learning another language contributes to the whole school program by offering students many opportunities to develop various oral and written communication skills and by offering insights into the way languages work. It can provide students with valuable experiences which reinforce knowledge by enabling them to talk, write, and read in the foreign language. Empirical data supports the numerous spin-off benefits for learning another language:

1) improved reading and writing proficiency in the first language;
2) clearer understanding of English grammar; and
3) increased mastery of abstract vocabulary.

Through the study of another language, students have the opportunity to strengthen their first language skills. Second language learning theory suggests that students learn another language in much the same way as the learn their first language and that what is learned in one language is shared by the other (Fitzgerald, 1994). Successful first and second language learners use a variety of language learning strategies and processes as they approach a reading or writing task, therefore reinforcing the transfer of learning. Research shows that students who study another language score significantly higher on their SAT verbal that non-foreign language students. Also, children who study another language in elementary school achieve expected gains and even have higher scores on standardized testing in reading, language arts, and math than those who have not (Masciantonio, 1977; Rafferty, 1986). In addition, the research points to an especially significant relationship between high scores in reading and extended foreign language study (Garfinkel & Tabor, 1991).

The document "Core of Essential Concepts for Language Arts and Foreign Languages" emphasizes that "the learning of all languages involves refining communication abilities in reading, writing, speaking, listening, thinking and viewing within a cultural context." The national *Standards for Foreign Language Learning: Preparing for the 21st Century* (1995), reinforce the notion that: "To study another language is to gain an especially rich preparation for the future. It is difficult to imagine a job, a profession, or a leisure activity in the 21st century which will not be enhanced by the ability to communicate efficiently and effectively with others." To this effect, the study of a second language can prepare a citizenry which can function in and contribute to the growing interactive community in our state, in our country, and in the world.

chapter 30

Implementing the ABCs in Randolph County a Staff Development Activity

Following is a series of questions which can be asked of teachers as they examine the connection of foreign languages to the areas of reading, writing, and mathematics.

For K-5 SL Teachers

- How familiar are you with the English/Language Arts and Math curriculum for the grades you teach? What can you do to become more familiar with those areas?
- How is literacy an outgrowth of oral language?
- How can SL teachers communicate to others that literacy is an outgrowth of oral language?
- What do you as SL teachers do within your own classes to reinforce reading (pre-reading), writing (pre-writing), and math skills?
- In what kind of pre-writing, pre-reading activities do you engage your students?
- How can you make teachers and administrators aware that you also focus on reading, writing and math?
- How can you promote oral and written language within your classes?
- What is your plan for implementing the ABCs?

For 6-8 SL Teachers

- How familiar are you with the English/Language Arts and Math curriculum for the grades you teach? What can you do to become more familiar with those areas?
- How would you evaluate your writing program?
  What kind of writing do the students do?
  Do your students have real reasons to write?
  Is it based on experience, interests?
  Who is the audience?
  How is the students' work evaluated?
  Is their work ever published/displayed?
- What kind of strategies are used with and by students as they read and write?
- Are the students involved in brief description or narration? How can you involve them in description or in brief narration ? What kind of activities would be appropriate to their level of language?
- How familiar are you with the upcoming 7th grade writing state test?
  How can you become more familiar with it? What can you do within your classes to reinforce the skills assessed on that test?
- How can you make other teachers and administrators aware that you reinforce reading, writing and math skills at the 6-8 level?
- What connection do you as second language teachers have with the "core" teams? How can you strengthen those connections?
- What is your plan for implementing the ABCs?

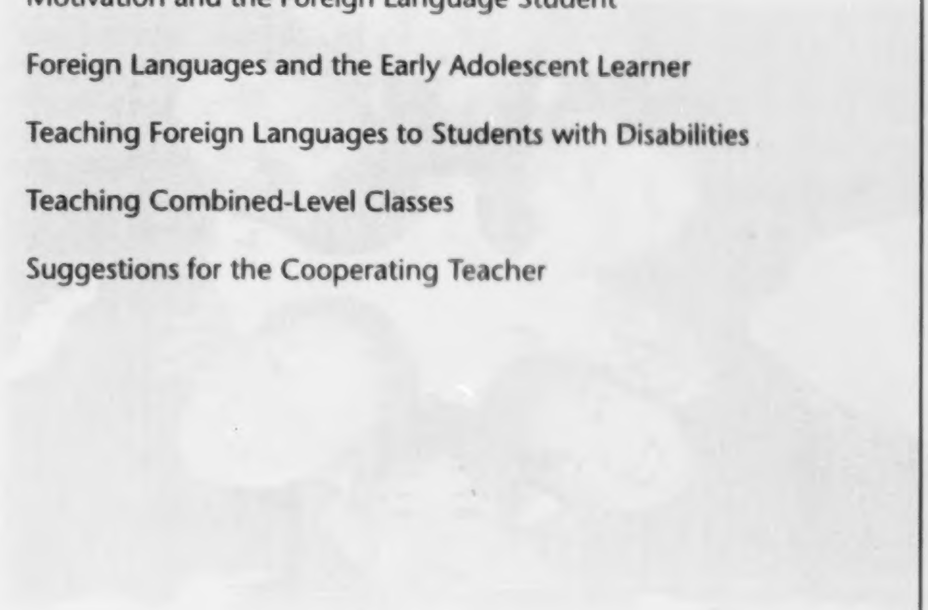
For 9-12 SL Teachers

- Do you see yourself as teacher of reading and writing? Why? Why not?
- How can you teach reading and writing while teaching the language?
- Are your students familiar with the reading and writing processes? Do they follow the process when reading or writing in a second language?
- What can you, as teachers of second languages, do within the classroom to reinforce these processes?
- How can you share what you and your students do in the SL classroom with other teachers, parents, administrators, etc. ?
- How would you evaluate your writing program?
  What kind of writing do the students do?
  Do your students have real reasons to write?
  Is it based on experience, interests?
  Who is the audience?
  How is the students' work evaluated?
  Is their work ever published/displayed?
- What is your plan for implementing the ABCs?

Cover to Cover

Part Six

Strategies



31. Classroom Organization, Behavior Management and Instructional Delivery

32. Motivation and the Foreign Language Student

33. Foreign Languages and the Early Adolescent Learner

34. Teaching Foreign Languages to Students with Disabilities

35. Teaching Combined-Level Classes

36. Suggestions for the Cooperating Teacher

BEST COPY AVAILABLE

chapter

31

Classroom Organization, Behavior Management, and Instructional Delivery

Introduction

In his article "Middle and Secondary L2 Teachers Meeting Classroom Management Challenges Via Effective Teaching Research," Edwin Ralph states that:

> Classroom management and instruction are mutually inclusive, good management cannot be attained if effective teaching is not taking place. At the same time that teachers are making managerial decisions, they are also implementing instructional decisions as they organize instruction for the students.

I. Classroom Organization

Classroom Organization

The physical organization of the classroom which is usually addressed at the beginning of the school year or of the instructional time (whether the school is on a 4x4 schedule, an exploratory wheel, or other scheduling configuration) can impact heavily on the classroom climate. Practical and logical physical organization of materials, desks, shelves, etc., sets the mood for effective classroom interaction.

Suggestions

Emmer, Evertson, Sanford, Clements and Worsham in their two books *Classroom Management for Secondary Teachers* and *Classroom Management for Elementary Teachers* recommend addressing the following considerations to facilitate the instructional process:

- floor space
- visibility of teachers and students
- visibility of instructional presentation, and
- accessibility of materials.

Floor Space

Keeping high traffic area clear ensures that movement is unobstructed. Teachers need to give special consideration to the placement of the trash can, the teacher's desk, the pencil sharpener, etc. Placing a pencil sharpener next to a student's desk encourages disruption and may create congestion in one area of the room. Other sources of distraction (doors, windows, students facing each other) need to be avoided as well. This is especially important when working with students with Attention Deficit Disorder (ADD) who are easily disturbed by background noise. Such students perform better when they are seated away from a busy hall or a noisy air conditioner.

Visibility of Teacher and Students

All students must be able to see the teacher and the teacher must see all the students. To facilitate whole group instruction, all the students must be able to participate without having to move their desks. In addition, teachers need to provide some flexibility for rearranging the desks for small group work.

Access to the teacher's desk should be easy and should not interfere with the space of students seated close by. The desk does not have to be in front of the class; however, its position should be such that the teacher can still have an unobstructed view of the students.

Visibility of Instructional Presentation

Instructional presentations and the displays used during the instructional delivery (overhead projector, board, screen, etc.) must be visible by all. When visuals are too small and print is not readable from the back of the room, students become disengaged with the activity and start looking for ways to keep themselves occupied.

Accessibility of Materials

Materials must be easily accessible.

- A place near the door where materials are available can be identified and used by students as they enter the classroom. Students who are coming to class unprepared should not interfere with the instructional process. By tending to their needs as they enter the class, they are less likely to interrupt during the instructional delivery. Paper, pencils, etc. can be located in this area. This is especially useful with middle school students who have a difficult time with organizational skills.

- Books and materials often used should be located on accessible shelves. When procedures for giving out and returning the necessary books are in place so that all students do not converge on the shelf at the same time, the lesson can go on more smoothly.

- Materials used by the teacher should be readily available. Teachers may want to have a special table where they put the items needed for a class. The materials may be color-coded for different classes i.e., blue folder for a class, red folder for another, etc.

- If a center approach is used, teachers must be sure that all the centers have the necessary materials and equipment and that all the equipment is in working condition.

- A clock and a calendar which may be seen by all prevent unnecessary questions such as: "What is the date?" or "What time is it?"

"Floating" Teachers

Teachers who do not have their own classroom and who must travel from classroom to classroom are at a disadvantage because they are entering someone else's "territory." Very often, they have no control over the physical arrangement of the classroom and they may have very little space left on the board or the bulletin board to conduct instruction. For them, organization is a key factor. Floating teachers may want to increase their effectiveness in the classroom by:

- conferring with the classroom teacher to try to have a section of the board and of the bulletin board. If that is not possible, teachers may want to arrange access to an overhead projector;

- keeping one shelf in the classroom to be used for storage of materials, students' folders, etc.;

- not depending on other teachers for supplies and/or enforcement of classroom rules;

- designating students who will erase the board, plug in the overhead, etc., so that as much time as possible can be devoted to effective teaching.

II. Behavior Management

Introduction

There was a time when teachers would show up for class, lecture, assign homework, and go home. The job of today's teacher is much more complex. He/she deals with discipline problems, absenteeism, a wide range of learners, classroom overcrowding, complicated by cultural diversity, social problems and more. However, "few would argue that maintaining good discipline is a necessary precondition to establishing a school or classroom climate that is conducive to learning" (Curwin and Mendler, 1988). Good teaching is holistic and discipline is an integral part of the entire teaching experience. Every decision affecting behavior management also affects instruction.

Causes for Discipline Problems

"Schools do not exist as isolated institutions untouched by the social events surrounding them. They are both a mirror image of what transpires in their communities and a force that attempts to convey and shapes the values, beliefs, and attitudes of students" (Curwin and Mendler, 1988). In their book *Discipline with Dignity*, Curwin and Mendler categorize the many problems affecting schools today in two categories:

- out-of-school causes; and
- in-school causes.

Out-of-School Causes

In our modern society, there are many outside factors which impact heavily on the students' behavior while they are attending schools. Among those mentioned by Curwin and Mendler are:

- Violence in society
- Effects of the media
- "Me" generation (meet my needs first, I do not intend to wait, I come first)
- Lack of a secure family environment
- Availability of drugs

In-School Causes

While we all agree that the above causes negatively influence students, and that we, as teachers, can do very little to change them, we must also recognize that there are several in-school elements over which we exert some control. Curwin and Mendler quote the following in-school causes contributing to the students' disorderly conduct:

- *Student boredom*
  Some students have learned how to play by the rules. They do what they are told, when they are told and may even pretend to be interested by nodding their head at the right time when truly they are bored.

  But there are some other students who have not developed good classroom etiquette. Instead, they act out to satisfy their needs. They are unmotivated and are completely unconcerned with failing grades, a trip to the principal's office, or a phone call home.

  These students can ruin the best class if they are left unattended and most teachers feel fed up and angry with them because they interfere frequently with instruction. Such students, who are often failing, seek recognition and approval from their peers by making the teacher angry.

- *Powerlessness*
  Some students act up as a way of asserting their own will and independence. "In most schools, students are told for six hours every day where to go, what time to be there, how long to take for basic biological necessities, which learning is relevant, what to learn, and how their learning will be evaluated" (Curwin and Mendler).

  More often than not, students are excluded from participating in all aspects of classroom organization and instruction. They rarely have a say in deciding rules, consequences and procedures governing them and, in many occasions, they have very little input with the tailoring of instruction to their individual needs and interests.

- *Unclear limits*
  "At best students are presented with unclear rules and less clear consequences. When limits are unclear, students will test the system to find out what they are" (Curwin and Mendler).

The 80-15-5 Principle

According to Curwin and Mendler, the regular classroom can be divided in three distinct groups of students.

- 80 percent. These students rarely break the rules or violate principles. They come to school motivated to learn, and they accept the restrictions of a classroom setting.
- 15 percent. These students break rules on a somewhat regular basis. Their motivation ranges from completely on to completely off, depending on their mood for that day and how they perceive the daily activities.
- 5 percent. These students are chronic rule breakers and generally out of control most of the time. Nothing seems to work for them.

Curwin and Mendler state: "The trick of good discipline is to control the 15 percent without alienating or overly regulating the 80 percent and without backing the 5 percent into a corner."

This goal can be accomplished by:

A. Creating a learning environment
B. Developing a sense of comfort
C. Promoting students' motivation and participation

A. Creating a Learning Environment

Learning Environment

Teachers are the orchestrators of their classroom, they can determine the classroom climate which is most suitable for the learning process by incorporating proactive behavior management with meaningful teaching/learning activities. The following suggestions may help in creating a favorable learning environment free of interferences from misbehaviors:

- Develop rapport, respect, and trust;
- Develop a sense of order;
- Share expectations for behavior and instruction.

Rapport, Respect, and Trust

When teachers rely heavily on controlling through threats, power, and punishment, the development of positive rapport becomes an unattainable goal. Instead, students become angry and come to resent this kind of behavior. These feelings, in turn, promote aggressive behavior and conflict. Whereas, students who are involved in a positive relationship with their teachers see the expansion of an accepting and positive climate.

Furthermore, by relying on an authoritarian approach to classroom management, teachers deny students the opportunity to develop the self-regulating skills they need when dealing with others.

Suggestions for Developing Rapport, Respect and Trust

Establishing a learning environment requires teachers who genuinely care about their students, who are interested in them and who are not afraid to give them choices. Following are some suggestions teachers can adopt for displaying care and interest in their students:

- *Learning their name quickly* and assisting them in learning their classmates' names as well. To facilitate this, foreign language teachers can devise classroom activities aimed at introducing oneself and others in the foreign language.

  One such example could be for the French teacher to divide his/her class into two groups (one for the boys and one for the girls) and to have the first person introduce himself/herself "Hi, my name is Bernadette," the second person would repeat and add "Hi, her name is Bernadette, my name is Stephanie," the third would continue with "Hi, her name is Bernadette, her name is Stephanie, my name is___" and so on.

- *Using warm and authentic greetings* with matching body language. Often the way we communicate non-verbally is a more powerful message than what we verbally express

  According to Mehrabian, communication specialist, 7 percent of our influence is from words, 38 percent from voice patterns and the remaining 55 percent is from body language. Teachers need to make sure that their body language is congruent with the acknowledgment. Ineffective teachers often say the right things, but their non-verbal messages communicate something entirely different.

- *Creating a safe classroom* where students are not afraid to take risks. Using self-disclosure and allowing students to share and listen helps convey the message that mistakes are part of everyday life and that no one is immune from them. In addition, sharing past failures and how they were handled helps students in dealing with their own difficulties.

To maintain a secure classroom environment, criticism has to be handled privately. This, of course, has a lot of implications for error correction in the foreign language classroom. If communication is the focus, then students have to know that what they say is as important as how they say it. However, if grammatical accuracy is the focus of the activity, then appropriate modeling and rewording must leave the students with a sense of pride at having tried.

- *Acknowledging students.* Student effort and progress can be acknowledged in a variety of ways. Some students are very responsive to verbal, public praise but others shy away from anything which sets them apart from their peers. Because some students prefer private praise, teachers may want to use a bulletin board as a message board where folded notes addressed to the students can be posted.

- *Listening to students.* It is important to create a classroom where good listening can take place. By listening empathetically and responding with compassion, students feel accepted and appreciated. Students misbehave when they feel anxious, fearful, or angry. Active listening can defuse potentially troublesome situations.

  Dialogue journals provide a perfect tool for the foreign language class since they involve an on-going written "conversation" between the students and the teacher.

- *Respecting students.* This can be done by adopting the attitude that each student is valuable, worthwhile and a unique being. Another way of developing an atmosphere of respect and trust is to honor their ideas, thoughts, and contributions.

  Attacks on the dignity of students, while they may momentarily relieve pent-up frustration, eventually erode the level of respect existing between teachers and students.

- *Keeping promises with students.* The level of integrity displayed by the teacher is a cornerstone of the relationship and that relationship will thrive if promises are kept.

- *Infusing humor into situations.* Laughing with students and not at students can help diffuse a tense situation or elicit group support for an unpopular cause.

> "Teachers who are able to laugh at themselves communicate a positive and secure self-image and provide students, and especially middle school students, with a sense of security." (Shockley and Sevire, 1991).

- *Promoting self-esteem.* Most disruptive students believe they cannot succeed in the classroom. Many have essentially given up. Because they believe that for them recognition for academics is out of the question, many seek attention as the class "troublemaker".

Allowing Choices

Teachers who allow choices and who give students the freedom to participate in some of the decisions empower them to become responsible learners. For example, if a class is working in cooperative groups and one group appears to be finding it difficult to stay on task, the teacher may give that group the choice of continuing to work as a group, or of splitting up to complete the assignment individually.

There are many ways to include choices as an integral part of the classroom. Giving choices can be incorporated with the instructional component when students participate in self-evaluation, portfolio assessment, or when they have choices for demonstrating understanding of information and concepts. It also can be expanded to include the student evaluation of the teacher and the development of contracts.

Including Choices with Contracts

Curwin and Mendler (1988) recommend involving students, teachers and parents in contracts. There are many kinds of contracts. Some examples are:

- teacher contract
- student contract
- parent contract

Teacher Contract

The teacher contract is more effective if it is devised by the students and the teacher. Of course, the teacher should not agree to anything he/she cannot abide by. However, most of the time everyone can agree on several points. Some elements of the contract may address fairness, time frame for grading and giving papers back, etc.

Student Contract

Another option is to develop a student contract. Once again, the participation of the students in deciding the content of the contract ensures a closer adherence to it.

Parent Contract

Lastly, a parent contract can be developed in order to actively involve parents in the learning process. Very often parents are willing to help but are not certain of the teachers' expectations and are unsure of how to proceed. The parent contract is an effective tool to inform and involve parents in the best ways to promote and support learning.

Sense of Order

Well articulated classroom rules and procedures are powerful in conveying a sense of order. Teachers who have persistent classroom discipline problems invariably are inconsistent in their enforcement of rules and consequences for misbehavior. Consistency promotes security and well-being in the classroom.

Rules and Consequences

Effective teachers find out the school's rules and procedures and incorporate them with their own rules and procedures as needed. The ASCD Education Update states that "Establishing rules is one area where teachers can help students build a commitment to being good citizens" (1996). When students are encouraged to develop rules, procedures and consequences for misbehavior, they establish some ownership of them and are more apt to abide by what they have helped create.

Furthermore, when students realize that the teacher is willing to accept their input, they usually come up with guidelines for the classroom that closely resemble the ones the teacher would have devised. The big difference is that once they have created them, they feel more responsible for following them.

Rules can be included as a part of a contract to be agreed upon by students, parents, and teachers. Because everyone may not necessarily have the same expectations, sharing the rules with parents may help diffuse potential conflicts later on.

Developing Rules

Rules should be few, simple, brief, with positive wording, and with a focus on the desired behavior, not misbehavior. Often classroom management emphasizes negative consequences for unacceptable behavior instead of highlighting positive consequences for desired behavior.

Consistency in enforcing rules determines their effectiveness. One example of classroom rules follows:

- Be prepared for class
- Respect your own and others' space
- Follow all safety procedures
- Be courteous to everyone

Consequences

Logical consequences should be established in advance. Again, teachers should involve students in the identification of consequences for misbehavior. Students must understand that undesirable consequences are the result of misbehavior. For this reason, it is absolutely essential that consequences have a logical relationship to the infraction. For example:

Misbehavior	Consequence
Damage school property	Replace, clean, or paint
Fighting at recess	No recess
Disturbing others	Isolation from group
Disruptive in class	After school/lunch detention
Tardy 2 minutes	Remain after class 2 minutes

To be effective, consequences must be applied consistently, quickly and fairly.

Procedures

Good procedures are instrumental to prevent and/or reduce interruptions. The design, discussion and adherence to clear procedures give students a feeling of stability, structure and self-esteem that so many of them need.

Procedures need to be considered when organizing students in pairs and in group work, for seat work and asking for help, for tornadoes and fire drills, and for ending the class.

Example of a Procedure

Students need to know how class will be dismissed. It is recommended that the teacher dismisses the class. Students who prepare to leave prior to being dismissed, can be called back to their seat and the entire class can be detained until all students comply.

Sharing Expectations

Expectations for behavior and instruction – the teacher's and the students' – need to be shared. Expectations can be incorporated in a contract all parties agree to follow. The parent component of a contract is especially important because it helps them become involved with the education of their children.

In the absence of a contract, expectations have to be communicated in some other manner, a letter home, a class discussion, a telephone call can go a long way in establishing common ground between students, teachers, and parents.

It is a good idea to elicit students' expectations as well. Their expectations about a class, about its goal, about how much time elapses between the time tests are taken and grades given back, can be helpful to teachers in planning for their classes.

B. Developing a Sense of Comfort

Physical Comfort

Students work most effectively when they do not have to remain in one position for a long time. This is an especially important factor to consider when working with middle school students who are undergoing drastic physical growth and when planning high school classes scheduled on a concentrated 90 minute-format.

Incorporating Movement

There are many ways to build movement into regular classroom instruction. Teachers can

- set up classroom tasks that require students to gather information on their own or in small groups, using sources away from their desks;
- switch from activities in which students must work independently at their own desk to activities in which they must organize themselves in small groups;
- take an exercise break, this is especially important after lunch;
- design language activities around movement such as TPR activities or Line Up;

  (Teacher asks students to line up according to their birthday, height, etc. Students go around the room interviewing one another and line up accordingly. Confirmation of correct placement follows with students stating the relevant information one at a time.)
- organize centers around the room and ask the students to visit at least 2 centers within a given time frame.

C. Promoting Students' Motivation and Participation

Other Factors Influencing Behavior

Creating a learning environment based on respect, trust, choices, and clear parameters is essential but, while it does provide a positive climate, it does not guarantee a classroom free of interference. Classroom management problems are often symptoms of mismanagement in the instructional and/or the motivational components. The instructional planning and delivery and motivational strategies are addressed more thoroughly in other sections of this *Guide to Foreign Language Programs, Instruction and Resources.*

Motivation and Discipline

Lack of motivation leads to discipline problems. However, good discipline does not necessarily motivate the students.

> "The relationship between discipline and motivation is like heads and tails of the same coin. Teachers cannot motivate students when disruptions interfere with the learning process, when the classroom feels unsafe because the teacher cannot maintain control, or when a significant amount of time is lost to trying to keep order. On the other hand, teachers who discipline punitively, attack the dignity of students, and use methods that decrease internal locus of control have difficulty increasing student motivation regardless of how exciting the class content is" (Curwin & Mendler, 1988).

When students believe that school is boring and has little relevance to their own life, they tend to become bored, restless and seek outlets for their frustration in ways that are not acceptable in a classroom setting. Conversely, motivated students are rarely the cause of discipline problems because they care and are actively involved in what they are learning.

To motivate students, effective teachers vary their style of presentation and develop challenging and relevant activities which actively involve their students in the learning process.

Reacting to Discipline Problems

Categories of Misbehavior

Regardless of how much the teacher plans to prevent classroom classroom disruptions, they will occur. The trick is to deal with the problems as unobtrusively as possible. The teacher should use the least disruptive techniques necessary to deal with a problem and use follow-up measures after class if necessary. Dreikurs (1968) categorizes the causes of misbehavior as

- attention seeking,
- avoidance of failure,
- power, and
- revenge.

Each cause warrants a different strategy. In their article, "Behavior Management in the Classroom: Guidelines for Maintaining Control," (p 14-18) Shockley and Sevier describe each category more fully. Following are excepts from the article.

Attention Seeking

This behavior usually involves a minor disturbance and warrants a minor response; often the teacher's attention is enough to satisfy the need. Students who have not learned how to "connect" with teachers may use this method to reach out. However, it should be noted that middle level students frequently are seeking attention from their peers, not from the teacher, by misbehaving. Strategies for dealing with attention-seeking students are listed as follows:

- Give attention for desired behavior.
- Teach students to ask directly for attention.
- Mention student names while teaching and during other classroom activities.
- Make and maintain eye contact to let the student know you are aware of the misbehavior.
- Move closer to the student.
- Use verbal and non-verbal clues as needed.

Avoiding Failure

When students do not believe they can meet expectations of themselves, parents, teachers, or peers, they may misbehave. Ample opportunities should be made for tutoring, remediation, and peer assistance. The teacher must build self-confidence. Strategies for dealing with avoidance of failure are listed as follows:

- Acknowledge the smallest improvement; recognize achievement.
- Don't bend the rules; follow through.
- Set goals you know the students can accomplish.
- Don't allow the students to withdraw or give up.
- Focus on prior success.
- Use positive signs in the classroom.

Power

Students use power plays when they have a point to make and refuse to submit to a rule or procedure. These students need to show others who is in charge. They usually have strong leadership potential and are often independent thinkers. The teacher should avoid being pulled into a power play. Getting entrapped in a power struggle in front of students ensures that neither student nor teacher will win. In power struggles both parties risk their pride and the stakes can quickly become high. Strategies for dealing with power struggles are listed as follows:

- Help students experience legitimate power.
- Acknowledge the student's power, i.e., "You're right, I can't make you do that," to gain cooperation instead of confrontation.

- Use humor to defuse tension.
- If the conflict has escalated to an uncomfortable level, disengage yourself from the immediate situation and deal with it later, on your own terms.

Revenge

Students whose misbehavior is linked to revenge are probably the most difficult to manage and potentially the most explosive. When the situation escalates or becomes uncontrollable, the teacher must quickly remove the student from the classroom. If the student refuses to move, the teacher must solicit help.

Helping with Responsibility

Another suggestion involves conferencing with the student to ask him/her some of the following questions:

- What behavior did you demonstrate in the classroom which caused you to be here now?
- Why is this behavior unacceptable in the classroom?
- What is your plan to improve your behavior? And how can I help you improve your behavior?

This strategy places the responsibility on the student and gives him/her the choice to determine how he/she can best address the situation.

III. Instructional Delivery

Instruction

Classroom management is not limited to organizing the physical environment, it also refers to the planning, delivery, and monitoring of instruction. When classroom management problems erupt, they are often symptoms of mismanagement in instruction and/or motivation.

The following reasons have been shown to cause or aggravate problems in the classroom:

- poor planning
- weak delivery of instruction
- developmentally inappropriate instruction
- use of sarcasm or put-downs
- lack of organization.

Planning

Effective foreign language teachers engage in thorough planning. Their objectives are clearly defined in curriculum guides and lesson plans, and they have given thoughtful consideration to the selection of strategies and activities which will lead them toward reaching their goal.

"Good planners are free to take an occasional side-trip, but they can easily get back on track because they have access to the map. Ineffective planners, on the other hand, often experience difficulty in knowing the difference between the main- and side-routes" (Ralph, 1994). Too often, the planning stage consists of finding enough activities to fill the required time frame. When this happens, objectives are addressed haphazardly and students do not meet the anticipated goals.

Effective planners organize their lessons in cohesive and focused sequence, they relate the past information to the present and the present to the future. Their lessons are designed to take into account the different components of motivation (students' attitudes, needs, affective state, etc.). They engage in on-going assessment and are able to adjust instruction as needed.

At the elementary and the middle level, it is especially important to keep the lesson concrete and to use visuals, manipulatives, props, charts. This provides a context and facilitates the acquisition of more abstract concepts.

Presenting the Objectives of a Lesson

"L2 teachers are clear about the integral connection between instructional goals, the learning experiences and the evaluation activities: each of the three components are related to the others" (Ralph, 1994). Students need to be equally aware of where they are going. For this reason, they benefit from knowing the objectives for a unit.

In England, foreign language teachers are using profiling at the beginning of a unit to share the objectives with the students and their parents and to provide them with a way to assess their own attainment of the selected objectives. An example of profiling for the topic of "Leisure and Activities" used at the middle school level is illustrated below.

Leisure Activities and Sports	St	T	Date
I can exchange information about leisure activities and sports			
I can ask others what sports they do I can say what sports I do			
I can ask others what they do in their free time I can say what I do in my free time			
I can ask others what kind of music they like I can say what music I like			
I can ask others what cassettes/CDs they have I can say what cassettes/CD I have			
I can ask others if they listen to the radio I can say if I listen to the radio			
I can ask others what TV programs they watch I can say what TV programs I watch			
I have understood someone talking about their free time I have understood a letter someone has written about their free time			
I have designed a poster about my free time			

My Assessment

I enjoyed . . .

I was pleased with . . .

I am good at . . .

I have also . . .

Teacher Comment

Parent Signature

Ensuring Success

Foreign language learning activities should be designed to ensure success. Students tend to be more receptive and more motivated when they can experience success. If students are convinced that they cannot succeed in a discipline, they will turn this failure into a success by becoming behavior problems.

Maintaining Smoothness

Effective teachers maintain smoothness in their teaching by adopting a relatively fast pace for their classroom. The brisk pace is coupled with the teacher's enthusiasm which, in turn, helps sustain students' interest. The lesson flows seamlessly from one activity to the other and on-going feedback and monitoring is obvious. Digressions and/or interruptions are kept to a minimum.

Transitions

The majority of discipline problems occur during the transition from one activity to the other. Either the transitions are too vague, too long, or the material needed for the following activity is not ready. Teachers can help with this critical time by adopting a routine/structure with their class and by making sure that students are familiar with the procedures governing the different activities, i.e., students know how to turn papers in, how to proceed when placing materials back on the shelves, etc.

In addition, teachers may want to signal when an activity is coming to a close. Two minutes prior to the completion of a group project, teachers may warn the groups by announcing the remaining time left. The lights could be flashed to warn groups that the group work is now over and that it is time to report to the entire class.

Students who are in a classroom where the parameters for operating are known and adopted by all become freer to apply their creativity to their individual instructional task.

Checking for Understanding

Teachers need to check for understanding throughout the lesson rather than only at the end. This monitoring helps them adjust their instruction. Such checks can be done informally and involve oral questions, written responses, or demonstration of comprehension through miming, role playing, illustrating, etc.

Questions such as, "Do you all understand?" or "Does anyone have any questions?" are not very helpful because they require that individual students acknowledge their own level of incompetence in front of their peers.

Elements of an Effective Lesson

Teachers can organize effective lessons by including the following elements in their lesson and activity design:

- sharing the objectives and/or the expected outcomes of the lesson
- outlining the sequence of the lesson
- giving clear directions to lead the students
- building the teaching of study skills when needed
- dividing instruction into segments to allow progress
- including a variety of examples
- introducing one concept at a time
- looking at transitions
- providing instruction to match the students' ability
- incorporating a variety of strategies to address the students' different learning styles

- including enough practice to allow mastery of objectives
- providing feedback
- making sure that students are familiar with the grading system.

Effective Teachers

In their article, "Effective Teachers in Healthy Classrooms," Brophy and Porter outline the specific characteristics of effective teachers. Effective teachers engage in the following behaviors.

1. They make clear their instructional goals.

2. They know their content and the strategies for teaching it.

3. They communicate to their students what is expected of them and why.

4. They use existing instructional material expertly to devote more time to practices that enrich and clarify content.

5. They know their students, adapt instruction to their needs, and anticipate misconceptions in their existing knowledge.

6. They teach students metacognitive strategies and give them opportunities to master them.

7. They address higher as well as lower-level cognitive objectives.

8. They monitor students' understanding by offering regular, appropriate feedback.

9. They integrate their instruction with that of other subject areas.

10. They accept responsibilities for student outcomes.

11. They reflect on their practice.

12. They display excitement and enthusiasm.

13. They make no attacks on dignity.

Conclusion

The physical configuration and the organization of the classroom impact heavily on instruction. A classroom where movement is unobstructed, where distractions are few, where the teachers and the students are visible at all times, and where materials are easily accessed can facilitate or impede the instructional process.

In the same manner, a physically well-organized classroom does not guarantee a flawless lesson. Effective teachers spend a lot of time creating positive relationships that are built on mutual respect and dignity and stimulating instruction that actively involves students in learning. The most proactive management practice is a well-prepared and interesting lesson where teachers have paid special attention to transitions, monitoring, and ensuring success for all students.

A surprising research finding recently reported by Evertson and Harris (1992) and Weade and Evertson (1988) states that some classrooms have the air of effective engagement, but do not produce correspondingly high levels of academic achievement or student learning. Thus, good management, alone is insufficient. It is not a substitute for motivational instruction.

chapter

32

Motivation and the Foreign Language Student

Introduction

Students are motivated to work hard for various reasons. Some motivation is extrinsic, or externally imposed; some is intrinsic, coming from an inner desire to learn or to excel. Unfortunately, it is not possible to offer concrete, general prescriptions for what will motivate a particular group of students. What stimulates one student may bore another because there is too much variability in the attitudes, values, and expectations of the learner. One of the best ways to motivate the unmotivated is to get them involved and to keep them involved.

What Affects Motivation?

In his book, *Motivation and Teaching*, Wlodkowski takes a close look at motivation. He states that motivation is affected by six different factors and that when all six factors are adequately addressed within the learning experience, students are more apt to be motivated. The six factors to consider are listed as follows:

- The student's attitude (toward the teacher, the subject, and self)
- The student's own needs (physiological, safety)
- The stimulation received (connection of learning activities, variety of activities, interest and involvement, questions)
- The student's affective state (feelings, and climate)
- The student's feeling of competence (progress and mastery, and responsibility in learning)
- The reinforcement received

Marzano, Pickering, Arredondo, Blackburn, Brandt, and Moffett in *Dimensions of Learning* (1992) advance that developing positive attitudes and perceptions about learning are necessary conditions for learning to take place. They further state that "learning occurs in a sea of attitudes and perceptions that the effective teacher continually manages – often so skillfully that students are not aware of her efforts."

I. The Students Attitude

Attitudes

Attitudes influence how we perceive ourselves, others, and situations. The development of positive attitudes has long- term effects which influence behavior. Students entering a foreign language class have already developed an attitude in relation to the language. This attitude is a result of previous experiences either positive or negative with the language and/or the teacher.

Attitudes Towards the Teacher

Students' positive attitude toward the teacher should enhance motivation, whereas students who do not like their teachers are more likely to resist, rebel, and disrupt the classroom. The following strategies are aimed at helping students develop positive attitudes towards the teacher:

- Establish a relationship with the student by sharing something of value, feelings, humor.
- Listen to the students. The main goal is to communicate with students. By listening to them, we let them know that we are genuinely interested in them as human beings and that our role goes beyond dispensing information.
- Treat the student with warmth and acceptance both verbally and non-verbally. This can be done through tone of voice, facial expression, eye contact, gestures, distance. The non-verbal component must be congruent with the words since it impacts more heavily than spoken words.
- Build a relationship with the class. Involving the class in devising rules and consequences conveys a feeling of respect and acceptance. By trusting the class to address problems experienced with the class as a group or with certain members of the group, teachers can help validate students' input and instill a feeling of empowerment over their own life.

Attitudes Towards the Subject

When students dislike what they are learning they are filled with apathy. Following are some possibilities for developing positive attitudes toward the subject and the learning situation:

- Create a risk-free environment devoid of pain (physical and psychological,) fear, anxiety, frustration, and humiliation.
- Model enthusiasm for the subject taught. Teacher boredom invariably influences students' attitude toward a given teacher and subject. There can be little dispute that students misbehave because of a mismatch between the course content and individual learning needs. Yet if a teacher is bored with the subject, then he/she will do little more than go through the motions of presenting it.
- Connect the classroom activities to the students' interests. At the beginning of the year, teachers may want to survey their students to find out their interests and purposes for enrolling in the course.

- Make the experiences with the subject positive. By providing positive feedback, teachers help students develop a positive attitude toward the subject and toward their own ability to succeed.

Attitudes Towards Self

When students have positive attitudes towards themselves in relation to the learning process, they are motivated to learn. However, when students have developed negative feelings toward learning, they become restless, disruptive, or listless. Often their negative feelings are carried over from unsuccessful prior experiences in the classroom. Some strategies that teachers can use for helping students develop high level of self-esteem are listed as follows:

- *Planning for success.* Teachers can organize units or activities so that students have a high chance of success. Teachers can do so by

  (a) dividing instruction into segments in order to allow progress,
  (b) giving clear enough cues and directions to lead the students,
  (c) giving immediate feedback, and
  (d) making sure that students are well aware of the criteria for the grading system.

- *Encouraging the students.* When students' efforts and successes are acknowledged, a climate based on acceptance and respect evolves, leading to better learning experiences. To recognize students' efforts, teachers can give recognition (public or private) for real effort, minimize the errors and/or engage in error correction which is not dehumanizing, share realistic goals and expectations which are within the students' reach, and increase the level of encouragement given throughout a task.

  Teachers may also want to list the positive behaviors they wish to reinforce.

- *Emphasizing the students' level of control for their own learning.* Giving students choices in assignments and assessment tools fosters a level of ownership and empowerment for their own learning.

II. The Students' Needs

Students' Needs

Whether students' needs are met or not will largely determine if an activity is successful. When students are refusing to learn, it is quite probable that it is because some of their fundamental needs are not being met. Some of these needs are basic such as rest and food while others such as the need for safety are not so obvious. Therefore, the teachers' role is to ensure that their classroom reflects a sense of comfort both for the physical and the mental need for safety.

Physiological Needs

Students who are undergoing great physiological changes often display varying degrees of involvement in their studies. This is especially typical of middle school students whose bodies are in a constant state of change. Young adolescents' behavior can shift very quickly from periods of intense involvement to, sometimes extended, periods of "hanging out". This drastic see-sawing is aggravated by their poor eating and sleeping habits.

Teachers can address the physiological needs of students by being aware of their restlessness and by planning opportunities to relieve it. Activities involving movement or requiring reorganization of groups, desks, etc. help alleviate fidgeting and apathy.

Safety Needs

Students like a safe environment where fairness and respect prevail. When students feel threatened by their peers and/or their teachers they feel very little motivation to learn. Fear and anxiety inhibit learning in all areas and especially in foreign languages. To address the safety needs we all share, teachers can:

- create a safe environment where students are not afraid to take risks. The classroom should be a place where students feel comfortable expressing their opinions. Furthermore, teachers need to communicate that, in many instances, there is more than one way of looking at situations and that there is not always one right answer.

- select content, examples, and projects which relate to the needs of the students. For example, studying relationships at the middle level may equip students for dealing with their peers, adults, and/or students from different backgrounds.

- make sure that students understand the objectives and the expectations at the outset of a unit. If they know what the expectations are, they are more likely to meet them.

- use a discipline approach that is fair, well-understood and consistently applied. For further reading on behavior management see the section of this *Guide to Foreign Language Programs, Instruction and Resources* titled "Classroom Organization, Behavior Management and Instructional Delivery."

- establish transfer from past learning to new learning. This helps the students feel more secure about attempting to understand the new concept. For specific foreign language examples see the section titled "Prior Knowledge" at the end of this chapter.

III. The Stimulation Received

Stimulation

In a technology age, students are stimulated on a daily basis by exciting television and computer programs. Certainly, teachers are not entertainers; however, it is essential that they organize their classes around stimulating and challenging activities. They can do this by addressing the following elements:

- Connecting learning activities
- Including a variety of activities
- Incorporating interests and involvement
- Questioning

Connecting

Wlodkowski describes connecting as follows:

> One way to view daily education is to see it as a unit with many subunits... So a classroom learning unit has topics, presentations, discussions, questions, and answers. Each of these particular learning activities is enhanced when properly introduced and connected to previous and future learning activities (p.87.)

To help students make the connection between the various topics, teachers can incorporate graphic and advance organizers. They can involve students in brainstorming possible connections and they can establish some relationships and parallels to highlight the existing connections.

Connection also needs to take place with the students' interests and goals so that the material gains some relevance.

Variety

The key element when incorporating a variety of activities in the foreign language class is to ensure that they are related in their focus. Too often a hodgepodge of scattered activities "fill up" valuable class time. With teachers and administrators clamoring for more time to teach, it is essential to devise a lesson which had a clear focus. Once the focus has been determined, activities to support, explain, practice, and expand that focus can be implemented.

This is especially important with students who are enrolled in 90-minute classes. The longer time frame demands the variety of related activities; however, because students have 30 hours of instructional time less than in a traditional schedule, teachers have to be very careful to plan activities directly related to their objective(s) for the class.

Brain Research

Recent research on brain development has made us reevaluate how we approach teaching and learning. Howard Gardner, in his book *Frames of Mind*, outlines seven intelligences present in varying degrees in all of us. Clairborne has identified another intelligence in his book *Emotional Intelligence*.

To address the different ways in which students learn, teachers should expand their repertoire to include the needs of other learners beyond those of the logical/mathematical and the verbal/linguistic student. A separate section of this article addresses the different intelligences in more detail.

Interest and Involvement

In their book *Discipline with Dignity*, Curwin and Mendler note that one of the causes responsible for student's misbehavior is boredom with the classroom. A survey of 25,000 eighth graders found that almost 50 percent said they were bored with school most of the time (Rothman, 1990).

One of the possible reasons for apathy with school work is that students see very little relevance between what they are learning and "real life" applications.

Some suggestions for keeping students interested and involved are listed as follows:

- Make curriculum interesting. Determine the students' interests, concerns, and experiences and embed them in the lesson. Encourage students to pursue their own interests in active ways.
- Move around the room, change pitch, rate and intensity of voice. Use colorful examples.

- Make creative use of computer and audiovisual resources.

- Foster excitement about new ideas and demonstrate enthusiasm.

- Make explicit the extended value of learning. Students always want to know the value of what they are learning. "Why do I need to know that?" is a familiar question to many classroom teachers. For this reason, it is important to tie in what they are learning to the relevance in "real life."

- Make the abstract concrete, personal, or familiar. If it is too abstract, students may perceive that it is too remote from their experiences.

- Create learning situations where students are active participants, such as games, role playing, team projects, group and pair work and cooperative learning.

Questions

Teachers can use a range of questions to help students think. Asking thought-provoking questions and encouraging students to ask their own helps sustain attention and stimulates students to respond actively and creatively. Too often questions asked in the foreign language class are requiring factual responses and do little to develop the kind of thinking necessary for adult living. In addition, many of them are limited to: "Can you sit down?" or "Are you ready?"

Kinds of Questions

There are many kinds of questions which can be incorporated in the foreign language class. Dennis Wolf in "The Art of Questioning" (1987) defines them as follows:

- Inference questions. They ask students to go beyond the available information.
- Interpretation questions. They ask students to explain the consequences of information and/or ideas.
- Transfer questions. These questions ask students to apply their knowledge to other areas.
- Questions and Hypotheses. They question what can be predicted and tested.
- Reflective questions. They ask students: "How do I know I know?"

Wolf adds that "simply posing a variety of questions hardly creates a climate for inquiry. At least as important is the way the teachers respond to the answers their questions provoke."

Effective Questioning

For questioning to be effective, teachers may want to consider the following:

- Asking more low-risk, open-ended questions encourages students to respond. Questions should be phrased to find out what students know, not what they don't know. Pausing longer after a question is asked gives students time to think about their answers.

- Monitoring behavior to see that low-ability students have an equal chance to respond and making sure they are called on as often as high-achieving students. Additionally, teachers need to make sure that they are not teaching exclusively to the inverted T (front row across and middle rows going to the back of the room.)

- Increasing students readiness to learn. Teachers can induce curiosity and ask a thought-provoking question at the beginning of class and encourage students to ask their own questions. An example in a foreign language class when the teacher is taking the roll might be to ask students to list everything they could put in the palm of their hand, or list anything that is green, etc.

- Providing enough wait-time with three to five seconds elapsing after asking the questions. Studies have shown that the quality of students' response increases with the amount of wait-time.

- Avoiding negative questions and questions requiring yes/no answer (except with novice learners of the language who need yes/no questions to demonstrate understanding).

- Encouraging students to ask their own questions (Marzano, 1992).

IV. The Students' Affective State

Students' Affective State

Castillo wrote that "the affective domain is the heart and soul of the learning experience, just as the cognitive domain is the thinking intellectual part... The cognitive domain stimulates the affective domain, and, once the child is involved in affective experiences, new cognition arises."

Feelings

In the classroom, teachers influence students' feelings on a daily basis. When teachers feel frustrated, they convey a feeling of aggravation and restlessness to students. In the same manner, when enthusiasm and happiness are displayed, students usually react with a more open attitude towards learning. Teachers can deal with students' feelings by:

- recognizing them. Such phrases as "You look frustrated" or "You seem upset" give students the acceptance they need.
- giving students an opportunity to express what they like/dislike, what frustrates/pleases them about the class, as well as what they find easy/difficult. This can be done in the form of a journal or can be incorporated at the end of a unit. Their feedback gives teachers further insight on how to structure future learning experiences.

Climate

Climate refers to the classroom inner workings - how the teacher and students relate to one another, what kind of interaction takes place between individual students, how groups of students work together, etc. It is the teachers' responsibility to establish an environment which is conducive to learning. Teachers can facilitate the creation of a positive environment by:

- Avoiding uncaring behavior toward the students. Authoritarian teachers run their classroom by threat and fear and do not encourage the development of positive behaviors.
- Letting students participate in the classroom organization to give them a sense of power.
- Giving students choices. Having several options leads to a more student-oriented environment and one over which students have more control. The choices can apply to the organization of the classroom as well as to the instructional component.

  In a foreign language class, students could be assigned a story and then asked to show understanding by miming, illustrating, summarizing in writing, using a graphic organizer or presenting the information orally to the class.
- Using cooperative learning. Research in the area of cooperative learning stresses that cooperation promotes higher achievement than interpersonal competition or individual efforts. Students working in cooperative groups are more apt to admit their deficiencies and their lack of understanding than they would in large groups.

V. The Students' Feeling of Competence

Feeling of Competence

Students, as well as adults, have an inherent desire to be successful at what they are doing and they develop a sense of well being when they experience success. In the same manner, when students do well in one subject, they are further motivated to continue their efforts.

Progress and Mastery

Teachers can encourage a feeling of competence, progress, and mastery in students by:

- Presenting learning strategies to be used with and by students such as:

  a. Recording, note taking, graphic representation, advance organizers
  b. Dividing assignment into smaller parts
  c. Highlighting and color coding (feminine nouns in pink, masculine in blue, or nouns in yellow, verbs in red, adjectives in green, etc.)
  d. Devising study guides
  e. Cueing text
  f. Including the SQ3R method (survey, question, recite, review)
  g. Incorporating memory techniques such as mnemonics (Dr. and Mrs. Vandertramp for être verbs in French and Wedding for the subjunctive in Spanish).

- Providing immediate feedback

- Using constructive criticism

- Sharing criteria used to evaluate a project. To be more effective the criteria used in a rubric can be developed with the students in cooperation with their teacher.

- Offering options for them to display their understanding.

- Providing instruction matching the students' ability. Students who feel that a good grade is achievable devote more energy to maintain the good grades even if it means more work. Whereas, students who never receive good grades never try because they know they will never succeed. Therefore, the one way students can turn failure into a success is to succeed at becoming behavior problems and to win approval through failing grades.

Responsibility

One of the major goals of education today is to create self-directed learners. To reach this goal, students have to become responsible for their own learning and have to realize that education is not something that is done to them but rather something which requires their full participation. When students realize that they play an important role and that they are responsible for their own learning, they develop the confidence needed for future tasks. Following are some suggestions to help students develop a sense of responsibility:

- Acknowledging and affirming the strengths of students;
- Planning instruction so that students can share with an audience. They are great motivators;
- Involving the students in metacognition by asking them to share their thinking processes as they approach a task;
- Recognizing risk taking;
- Including self-assessment as a part of the evaluation process. Evaluation is a critical link between behavior and learning. The key to any evaluation method that will help minimize classroom discipline problems is that it provides as much responsibility for the students as possible, and that all students have a reasonable chance for success (i.e. elicit test questions from students, incorporate their ideas on what should be on the test, have students test each other, evaluate their own and each other's work, use group projects).

  The use of a portfolio where students can select several items illustrating their progress is a very effective tool to develop responsibility.

VI. The Reinforcement Received

Reinforcement

The purpose of reinforcement is to recognize students' work and behavior and at the same time to influence future behavior. By acknowledging and praising students' ability to speak in the target language, the students will feel more motivated to continue doing so in the future. There are many kinds of outside reinforcement which can be used with students to validate their efforts and their work. Some examples are listed as follows:

- Using artificial reinforcers sparingly (gold stars, pesos/francs/deutschmarks, candy, etc.) during the learning process. When reinforcing, it is important to reinforce immediately. A reward system should not be so complicated that it conflicts with the teacher's ability to deliver instruction.

- Recognizing achievement and successful learning at the closure of a project with a celebration. Teachers can do so by sharing with a variety of audiences, by awarding certificates, by organizing a field trip, etc.

- Not using grades to control students. When teachers use grades as motivators, the students do not develop a sense of responsibility because they feel forced to duplicate exactly what the teacher wants.

- Involving students in the determination of grading procedures and working with them in the establishment of criteria.

- Encouraging self-evaluation. Students are amazingly honest when evaluating their own work against a set of given criteria.

Conclusion

We recognize that the best lesson plans, the most modern and up-to-date materials, and the most enthusiastic teacher do not ensure that students will want to learn continuously. Nevertheless, constant emphasis must be placed on devising instruction to motivate students who are used to being entertained and challenged by the media. As Curwin and Mendler state:

> Motivated students cause fewer discipline problems because they care about what they are learning. Enthusiastic teachers who present their material in stimulating, meaningful ways motivate students. When students are actively learning content that has personal meaning for them, they have neither the time nor the energy to create discipline problems. Conversely, when students feel that they are passive receptacles for irrelevant knowledge, they become bored, turned off, and find satisfaction in acting out.

Additional Suggestions

Learning Styles

Research has shown that older students have an attention span of 15 minutes and younger children 10 minutes for any style of presentation. Continually using the same approach creates inattentiveness and restlessness, which often leads to disruption. Teachers succeed when they vary the techniques used, giving students with different learning styles opportunities to learn with their ears, eyes, movement, and touch.

The most important development is the notion that students who have a particular learning style have difficulty with incompatible teaching and instructional styles. The better the match between instruction, teacher, and student learning style, the better the student will learn. If there is a mismatch, students may become frustrated, confused, anxious, and likely candidates to act out in class.

Thus, the most effective teachers are those who have a variety of activities that allow for differences in learning styles so that students can learn in the mode most comfortable to them. By developing activities that are both open and closed, and by matching or allowing students to match themselves to the most appropriate styles, teachers will reach them more completely and eliminate many of the classroom-based causes for misbehavior.

The Seven Intelligences

Howard Gardner in his book *Frames of Mind* identifies many forms of intelligences. He also believes that each person is born with all the intelligences; however, because of a variety of factors, some intelligences grow strongly while others are weak. Gardner feels that our brain has many untapped capacities which are not developed by our traditional educational system and that all of us possess the ability to develop these intelligences. The seven intelligences identified by Gardner are:

- Verbal/Linguistic
- Logical/Mathematical
- Visual/Spatial
- Bodily/Kinesthetic
- Musical/Rhythmic
- Interpersonal
- Intrapersonal

There are a variety of activities which can be included in the instructional delivery to foster the development of the various intelligences.

Verbal/Linguistic

Verbal/Linguistic students are good at reading and vocabulary. Following are some suggestions for working with these students:

- Include riddles, i.e., "Of the things in the world, I am the shortest and the longest, the fastest and the slowest I am the thing people waste the most. Yet they need me more than anything else. What am I?" (Answer: time).
- Play *What's My Line?* with figures from history.
- Teach concept mapping.
- Create crossword puzzles/word jumbles for vocabulary words using definitions rather than translation from English to the target language.
- Read stories, poetry, etc.
- Study a road map and give verbal directions to get someplace.
- Write instructions for doing something.
- Play *Jeopardy.*
- Listen to a piece of music and make up a story about it or describe a person matching music.
- Verbally describe an object while a partner draws it.
- Describe an emotion/mood and then play music it suggests.

Logical/ Mathematical

Logical/Mathematical students do well with patterns, sequences, and graphic organizers. Following are some suggestions for working with logical/mathematical students:

- Compare and contrast different cultures/countries.
- Create time sequence charts.
- Predict what the next decade will be based on the past.
- Create a sequence and have a partner find the pattern.
- Design classification charts.
- Predict what will happen in story or a play.
- Create an outline.
- Use a story grid/skeleton, practice webbing, use graphic organizers.
- Do a Know-Wants to Know-Learned (KWL) goal setting chart for a specific topic.
- Follow a recipe to make something.
- Learn different dance steps.

Visual/Spatial

Visual/Spatial students feel comfortable with mind mapping, color scheme, and pictures. Following are some suggestions for challenging the visual/spatial students.

- Make visual diagrams or illustrate words/concepts.
- Estimate measurements, by sight and touch.
- Do a survey of students likes and dislikes and graph the results.
- Learn the metric system with visual equivalents.
- Create posters/flyers.
- Draw maps of different countries/regions.
- Use a map to get around an unfamiliar place or location.
- Color code flashcards by gender or parts of speech.

Bodily/ Kinesthetic

Students who are classified as Bodily/Kinesthetic enjoy drama, role playing, and body language. They respond well to activities such as the following.

- Line up by birth date/height, etc.
- Perform or create dramas.
- Hold a costume day or have beauty contest.
- Act out a story you are studying.
- Create the rotation of planets with the class when studying the solar system.
- Learn a folk dance from another culture.
- Use gestures associated with another culture.
- Simulate going shopping using currency from another country.
- Study body language from different cultural situations.
- Make a body map.

Musical/ Rhythmic

Musical/Rhythmic students thrive with rhythmic patterns and singing. Following are some activities addressing their preferred intelligence.

- Use different kinds of music for different kinds of writing.
- Create songs/raps to teach certain concepts, have the students create their own.
- Illustrate a poem/story with appropriate music/sounds.
- Listen to music, sing songs from different cultures.

Interpersonal

Interpersonal students work well with other people. They enjoy cooperative learning and group projects. They do well in activities such as the following ones.

- Involve students cooperative learning such as jigsaw to teach a specific topic.

- Role play.
- Solve problems in a group.
- Include the each one, teach one learning strategy.
- Use a human graph to see where people stand on some issues.
- Experiment with joint story writing.
- Assign group projects.
- Create scenarios for culture shock.
- Brainstorm possibilities and prioritize ways to overcome the ugly American syndrome.
- Learn to read different maps then teach others how to understand them.
- Learn a new dance and teach it to someone else.

Intrapersonal

Intrapersonal students are more comfortable when working alone, they engage in introspection with frequency and resort often to thinking strategies. Following is a list of activities which appeal to the intrapersonal learner.

- Keep a journal or a dialog journal.
- Write an autobiographical essay such as "My life to Date."
- Write a poem: "Who am I?"
- List criteria of your ideal country/climate and find it on a map.
- Rewrite a story taking the role of one of the characters.

Foreign Language Examples of Challenging Activities

Provide challenging activities which will involve students in thinking such as the ones listed below:

- Students can select a topic, investigate it through the Internet and report on their findings.

- Video Production: Have groups of 2-3 students to create and videotape a 1 min. TV commercial or advertisement for foreign languages. This segment can be re-used during foreign language week to show feeder schools, and/or during a PTA meeting.

- Classifying by establishing own criteria. Students have to state the rule which describes membership in the category.

- Students make a list of items (food, supplies, and others) needed for party or get together. They estimate how much money it will take to buy the items listed and they verify by looking up the actual price of the items listed. They report on their findings.

- Students predict and/or hypothesize, verify predictions and/or hypothesis and report to group.

- Students can order and sequence according to a given criterion: one, three, five,....

- Students see two pictures with a similar concept. They guess the relationship between the two pictures. A third picture is added relating directly to one or the other pictures but may not look as if it relates to the other. Ask students to guess the relationship again. Continue to add more pictures. Ask students to come up with their own examples.

- Students are shown several items of realia, theychoose one item, in cooperative groups using the round robin technique, they brainstorm as many uses for the items as possible with a 5-10 min. period. Students show and report their findings to the class. As a class, they guess the real significance and/or use of the realia and state how they arrived at their answer. As a follow-up, students research the realia for a better understanding on its significance (source unknown)

- Some sample activities when teaching culture include the following: Students could be asked to choose the word that is different from the other and be prepared to tell why.

  a) Portugal, Argentina, Algeria, Switzerland (three are bordered by waters)

  b) French, German, Switzerland, English (three are languages)

  c) France, Spain, Germany, Uruguay (three are in Europe)

  d) Mona Lisa, the Thinker, Guernica, the Last Supper (three are paintings)

  Use this with your students interests: movies, songs, etc.

- Students chose a vacation spot, research it, plan their trip and their reasons for including certain stops, prepare a brochure and report back to group.

Prior Knowledge

Discover what your students already know (group work or whole class webbing) then attach new learning onto what is already known. Establish transfer from past learning. Relate new information to previously learned material. Some examples follow:

- Webbing with body parts, then attach clothes as new information.
- Grammar example: establish patterns formation of future and conditional tenses.
- Concept attainment. Students figure out the concept rather than the teacher explaining the concept. First provide examples and non-examples such as the following examples in French.

YES	La classe est grande (The class is large)
	Marie est blonde (Mary is blond-headed)
	Elle est américaine (She is American)
NO	Le livre est grand (The book is large)
	Paul est blond (Paul is blond-headed)
	Il est américain (He is American)

In Think-Pair-Share (TPS), students share their thinking. Double check by giving another example.

YES	Ma tante est française (My aunt is French)
	Sa soeur est petite (Her sister is short)
	Madeleine est occupée (Madeleine is busy)
NO	Mon oncle est français (My uncle is French)
	Son frère est petit (His brother is short)
	Pierre est occupé (Peter is busy)

in TPS, students refine their thinking. This is followed by whole class sharing. The same can be done with masculine or feminine countries, or grammatical points (agreement of past participles with reflexive verbs.) Students can then develop their examples and non-examples.

Characteristics of a Healthy Classroom

Motivation permeates all aspects of teaching, either directly or indirectly. Following are nine characteristics of a classroom with a healthy environment:

1. Trust is established. Fear is minimized.

2. The learner perceives the benefits of changing his behavior.

3. The learner is aware of different options and is able to make a growth choice. Education is structured to help the learner see the different alternatives and to provide the opportunity to make choices that are real, meaningful, and significant.

4. The evaluation of learning engages the learner. Mutual evaluation helps maintain a trusting environment.

5. Learning facts and concepts are important but incomplete goals for the learner. They are not the final result of education. Personal meaning, uses, and understandings are the ends for which learning facts and concepts are means.

6. Learning is conceived as meaningful.

7. Learning is growth producing, actualizing, and therefore enjoyable.

8. Learning is process and people oriented rather than product and subject oriented. True education helps students learn a process for successful living.

9. Learning includes a combination of the cognitive and the affective domains.

Foreign Languages and the Early Adolescent Learner

Introduction

Adolescence marks a very important stage in children's lives. Developmental changes in the areas of intellect, social ability, emotional status, and physical growth occur rapidly in young children. Those changes challenge their sense of identity, their relationships with adults and peers and impact onto the way they learn.

I. PHYSICAL DEVELOPMENT

Characteristics

Children entering the middle grades vary greatly in their physical development. While some may appear to have reached their adult size, many have not physically matured yet. The physical changes are worrisome to many children who suddenly see themselves as neither children nor adults.

Following is a list of physical characteristics describing the changes taking place in young adolescents.

- *Growth spur, variation in size.*
  While some of the students have feet not touching the ground, others have already reached adult size. They may suffer from aches and pains because there is so much growth of muscle tissue. This sudden growth causes an increase in food intake. They eat as if there is no tomorrow.

  It is important to remember that physical maturity is not a good indicator of social, intellectual, and emotional maturity.

- *Regression in coordination, awkwardness.*
  Their feet and hands are out of proportion with the rest of their body, therefore, they are often tripping and stumbling. Because of this, they become easily embarrassed by their clumsy behavior.

- *Constant grooming, want perfect looks.*
  Kids that age are forever needing reassurance about their looks. They are constantly grooming themselves and may spend an inordinate amount of time in the bathroom. They may perceive their looks unfavorably compared to others. They do not believe that other students have the same problems. Parents and teachers alike can help them realize that they are normal.

- *Fluctuation of energy level.*
  The energy level fluctuates because of growth spurt and poor health habits, especially lack of sleep. High levels of energy may be followed by extended periods of "hanging out" and doing nothing productive by adult standards.

Classroom Implications

The following strategies are suggestions for accommodating the physical needs of young adolescents.

- *Select hands-on activities.*
  The use of visuals, props, realia, and concrete objects to be touched, felt, and smelled helps facilitate comprehension and communication and actively engages students in multi-sensory activities.

  Some students may react very positively to the use of props during language instruction, because it allows the students to "hide" and pretend they are someone else.

- *Plan for varied activities.*
  The attention span of middle schoolers varies greatly as they undergo a wide variety of changes. In planning for instruction, it is important to take these changes into account so that instruction includes interactive and independent activities as well as a proper mix of active and "downtime" activities.

- *Allow for movement.*
  Forty-five minutes is too long for students to sit without physical activities. Teachers can set up tasks to involve students physically i.e., they could turn in their papers, rearrange their desks to form groups, go to a center to work on a specific task, distribute papers, etc.

  Instruction can also be organized to encourage physical activities i.e., students could conduct interviews of their peers, they could be involved in role-playing, etc.

Foreign Language Activity

Students are asked to line up chronologically according to their birth date. They go around the room asking and responding to the question, "When were you born?" in the target language until they find their chronological place in the line. When all students are lined up, they call out their birth date one at a time to verify that they are in the proper place.

II. SOCIAL DEVELOPMENT

Characteristics

Young adolescents experience changing relationships especially with their parents and adults. While these relationships are challenged, young adolescents turn to their peers for social acceptance. These developing relationships play a major role in helping them define themselves.

Following is a list of the social characteristics displayed by young adolescents.

- *Identity problems as they attempt to define themselves and struggle with independence/dependence.*
  Young adolescents look for independence from parents and adults and at the same time they have a need to be nurtured and protected. They feel powerless; the family, which was everything to them in elementary school, suddenly is replaced by peers.

  They have given up their power base from home (Don't come to school! Don't pick me up at school!) and instead they feel a need to establish power where they can.

  For this reason, they engage in risk-taking behaviors, they test parameters (Why should I?), they take part in pranks, and they try to find power with their peers.

- *Imaginary audience.*
  They are the actor and the audience. Some perform while others hide. They see themselves as the unseen critic who catches mistakes and the unseen admirer as well. They are afraid to fail in front of others and are wary of public performances that can open them to ridicule and/or criticism.

- *Strong peer pressure.*
  Conformity with peers is an issue and reaches its strongest level in middle school. Middle school students are looking for acceptance by their peers. They move in packs and at the same time, they crave privacy and are self-absorbed.

- *Emerging vision of themselves as contributor and responsible being.*
  They crave freedom from authority and want a say in organizing their life at home and at school. They are losing the egocentricity which characterized their younger years and they start looking at the world as a less orderly place. They struggle with their emerging role in the world as they want all the privileges but are unsure of the responsibilities.

- *Remarkable sense of fairness and justice.*
  They see everything as being right or wrong, there is no room for gray areas. Some young adolescents begin to realize, at this stage, that there are some very difficult choices to make, especially when they are confronted with decisions regarding their friends such as "Should I turn my friend in for stealing?" or "Should I be true to my friend?"

  They are very unyielding in their attitudes and are very committed to their own ideas: rules are rules, promises must be kept.

  They have an intense feeling of fairness, with their favorite sentence being: That's not fair!

Classroom Implications

The following are suggestions for helping students develop socially within the classroom setting.

- *Create a safe and stable environment with acceptance by peers and teachers.*
  The use of humor and the personal connections established between students and teachers go a long way towards promoting an environment where respect prevails.

  However, at times, some difficulty may arise. If this is the case, it is better if the teacher avoids counterchallenging since it puts both the teachers and the students in a no-win situation. The teachers cannot afford to lose nor can the students who do not want to lose face in front of their peers.

  For this reason, public criticism should be avoided since it may turn an entire group against a teacher. While some students will respond well to public praise, others will be embarrassed by it because it could lead to teasing from their peers.

- *Avoid task overload*
  Task overload is often filled with stress and anxiety. For language acquisition to take place, the affective filter must be such that students are fully receptive to the language and completely relieved of any of the conditions which negatively affect language acquisition.

In the classroom, students should not be asked to say more than they are able to do. When language learners experience task overload, they revert back to the habits they know best, which are those of the native tongue. Those of us who have had to negotiate a difficult purchase for which we did not have the language can recall the language breakdown associated with the exaggerated gestures and drawings which followed in our attempt to be understood (Feyten, Johnson, Markle, 1992). But mostly, we remember the sense of helplessness and anxiety we felt.

- *Organize instruction for cooperative learning group and pair work.*

  Young adolescents are "social animals" and teachers can capitalize on this in the classroom. Learning can take place when children are working together. Group work and most especially cooperative learning help with the socialization process while promoting cooperation and acceptance.

  In addition, cooperative learning and group/pair work are effective at this age because young adolescents are more apt to admit their lack of knowledge and difficulty with understanding in groups than in front of the class.

- *Provide opportunities for choices to help them become responsible.*

  Put responsibility in their hands and encourage them to participate in manageable classroom duties. Students can take an active role in developing classroom rules and consequences for breaking a rule. They are much more apt to abide by the rules if they have been involved in their development.

  By the same token, students can feel empowered over their own learning when they have choices for demonstrating their knowledge and when they take part in the development of rubrics to assess their work. Self-evaluations and peer evaluations, using set criteria preferably developed with their input, help young adolescents become responsible by providing them with an opportunity to monitor their own work.

- *Help them with organization.*

  Teachers may want to design a special corner of the room to keep folders for on-going projects or for safe-keeping of portfolios. Young adolescents may also need help organizing information, the use of graphic and/or advance organizers may be useful in achieving this goal.

- *Provide structure, routine, and limits.*
  If students are not involved in the development of classroom rules, state the rules positively, emphasizing the do and being explicit about unacceptable behaviors. At times, young adolescents may need guidance in dealing with consequences and may have to be helped to realize that consequences are the results of actions rather than of personal attack on them. Teachers may want to assign certain consequences for certain behaviors. At any rate, it is important to have the consequences fitting the behaviors.

- *Be consistent, firm and clear in expectations.*
  Any change should be followed by an explanation of the reasons for making that change. Also, being consistent, keeping promises, and following the procedures which have been agreed upon will go a long way in helping young adolescents become aware of their boundaries.

Foreign Language Activity

To organize pairs of students, on individual index cards, write the name of a country and its corresponding capital on a separate card. Distribute the cards and ask students to find their match. Once students have found their partner, assign the task, i.e., partner A could be asked to describe something he/she has just drawn to partner B who must reproduce the drawing according to partner A's description.

III. EMOTIONAL DEVELOPMENT

Characteristics

Because young adolescents have low self-esteem, they are emotionally needy. They need the reassurance that others care about them, even though, they appear to be rejecting open marks of affection from their parents and other adults.

The emotional characteristics of young adolescents are listed as follows:

- *Fragile self-concept, thin-skinned.*
  They internalize pain rather than show it and take a long time to get over hurt. Their emotions are at the surface and they seem to be on an emotional seesaw. If they receive positive feedback they feel good about themselves, whereas if they experience negative feedback, they feel bad about themselves. Overall, they display a high level of emotional energy with mood swings.

  While they want evidence that teachers care about them as people, they are not sure teachers can be trusted.

- *Depression and alienation.*
  Statistics reflect that these characteristics are common problems at the middle school level and may manifest themselves at this time.

Classroom Implications

There are many things teachers can do to provide for the emotional well-being of their students. Following are a few suggestions:

- *Give and give emotionally.*
  Teachers need to become experts at reading nonverbal clues. They need to know who to touch and when to touch. They can find time to compliment students for their accomplishments whether those involve reaching personal accomplishments or reaching academic goals.

- *Get to know your students.*
  Learning the students' name as quickly as possible, taking the time to inquire about their interests and incorporating these in the classroom instruction help establish a sense of rapport between teachers and students. Students learn better from teachers they like and trust and from teachers who value them as human beings.

- *Provide a safe, non-threatening environment.*
  Students must feel emotionally safe to take risks with the language. They must know that teachers and students alike will respect and value their input.

Foreign Language Activity

Teachers can use a message board to personally recognize their students accomplishments. Notes in the target language are posted by the teacher and or students, if applicable, and are picked up by the students at the beginning or the end of a class.

IV. INTELLECTUAL DEVELOPMENT

Characteristics

Attitudes about oneself, and how things relate to them influence what young adolescents learn and retain. If the physical, emotional, and social needs of students are addressed, the intellectual challenges will be easier to meet.

Young adolescents display the following cognitive traits:

- *Their Learning's styles are more pronounced.*
  While some prefer working in groups, others work best independently or with the teacher. Some children must see the written word and others prefer to listen. Some children like to learn with music and are not disturbed by background noises while others favor a calm environment with no noise disturbances.

  Also at that age, the difference between the right brain learners (those who see the forest) and the left brain learners (those who see the trees) becomes more obvious.

- *They are concrete learners moving slowly toward the abstract.*
  Young adolescents are still concrete but some are already transitioning into abstract reasoning. Their formal thinking is not consistent, they oscillate between abstract reasoning one day back to concrete the next or they may reason abstractly in a subject or context and concretely in another.

- *They have difficulties with ambiguity.*
  Young adolescents want rules and regulations which can apply all the time. They are uncomfortable with exceptions whether these pertain to the language or to classroom rules.

Classroom Implications

The following suggestions will help teachers as they organize instruction to foster intellectual development:

- *Structure lessons to address different learning styles.*
  Howard Gardner in his book, *Frames of Mind,* identifies seven intelligences: verbal/linguistic, logical/mathematical, visual/spatial, musical/rhythmic, bodily/kinesthetic, interpersonal, intrapersonal. (See Section on Motivation for Specific Suggestions.)

  Clairborne refers to an additional newly identified intelligence as the "emotional intelligence." Existing research stresses that these intelligences cannot be ignored and that students learn best when they have the opportunity to learn according to their preferred styles. Gardner adds that all of us possess the ability to develop the other intelligences.

- *Stress patterns instead of the exceptions.*
  Adolescents feel at ease working from patterns and facts but they have difficulty toward application. They feel more comfortable when they work with patterns, order, and rules which apply to every situation.

Foreign language teachers need to be especially careful to emphasize similarities instead of differences when dealing with cultures. Young adolescents may be unsettled by the new set of attitudes and beliefs displayed by the target culture at a time when they are seeking conformity with their peers and especially at a time when they are trying to define their own identity.

Students learn better if the patterns and rules of the language are stressed over the exceptions and irregularities of the language. By stressing the patterns, students have the opportunity to internalize the language and begin to develop confidence in their communicative ability.

- *Use numerous concrete examples.*
  The more teachers can concretize the abstraction of language, the more successful their students can be. The use of props, manipulatives, and realia provides a good referent for students who are concrete.

  The introduction of grammar in a foreign language class is especially problematic when it is reduced to the teaching of abstract grammatical concepts with no relevance and application to real life. For this reason, grammar needs to be practiced concretely first. Students can be encouraged to sketch, illustrate, act out etc. to demonstrate their understanding of a particular concept.

- *Pitch information at different levels.*
  Doing so challenges those who are moving toward the abstract while it addresses the needs of the more concrete students.

  Additionally, students benefit from open-ended questions such as: "What if? How do you know? Will you think out loud?" which encourage them to reflect onto their own thinking.

- *Practice explicitly, give them a model.*
  Young adolescents need well-defined tasks. They need to know exactly what is expected of them.

- *Integrate*
  Students learn better when learning is connected. Foreign language teachers can collaborate with teachers from other content areas to develop integrated units reinforcing concepts, content, and skills.

  Within their own classroom, teachers can allow for integration by strengthening logical and natural links with other disciplines.

However, the need to be familiar with goals, objectives, themes, and skills from a variety of disciplines is of utmost importance when planning for integration and will prevent the trivialization of other disciplines.

Foreign Language Activity

Total Physical Response (TPR) can be used with foreign language students to help them with prepositions. Students are asked to physically respond to commands such as: "Walk to the window. Stand next to the wall. Put the book on the floor, etc."

V. SENSE OF TIME

Characteristics

While young adolescents spend an inordinate amount of time talking and thinking about what they will do next week, next month, or when they are in high school, they are still very grounded in the present.

Following are some of the observations relating to time and the young adolescents:

- *Present-oriented*
  Young adolescents have difficulty keeping track of time. They give the impression that they have all the time in the world and they fail to see how what they do today can have an impact on tomorrow. They feel that doing better at the end of the marking period will counterbalance a series of failing grades earned throughout the grading period and will justify a good final grade.

  Young adolescents have not mastered the art of time management and feel overwhelmed by long-term projects. Many may choose not to embark on such projects when the end is not in clear sight.

- *Impulsive*
  Young adolescents have not learned the self-control necessary for adult living. They have trouble thinking before they act or speak. For this reason, they have many verbal slips and engage in many pranks because they cannot always foresee the future consequences.

- *Short-term attention*
  According to studies the average attention span of youngsters in this group is no more than 7 to 12 minutes.

Classroom Implications

Suggestions for helping students manage their time effectively are listed as follows:

- *Plan varied activities within one class time.*
  To help students internalize the language, teachers need to plan several activities around one major focus. Providing unrelated activities may keep students on-task; however, it does not help them develop the targeted language skills. Students respond better when there is a proper mix of teacher-centered and student-centered activities.

- *Relate what they are learning to their own needs.*
  Relevance is very important to students in this age group. Teachers need to be able to justify why learning a language is important to them today.

  Because they are present-oriented, it is useless to stress the long-term benefits of foreign study. Getting into college, having higher SAT scores, exercising the mind have no meaning for them yet. The only time that matters to them is now.

- *Break down long-term assignments into short-term goals to ensure a sense of success and accomplishment.*
  Students will not feel as overpowered when they are motivated with short-term goals. In addition, they need to have closure for projects to prove that others value their work. If they have been involved in projects, these could be displayed and/or shared with different audiences.

- *Provide them with enough wait time (3 to 5 seconds).*
  Research shows that the quality and the length of students' response increase when they have enough wait time.

  Also, with additional wait time, students ask more questions, propose more ideas, and vary their responses more. Furthermore, students gain confidence when they know they have enough time to organize their thinking. Unfortunately, teachers have been trained to think that dead time is wasted time.

Foreign Language Activity

Plan a variety of activities with the same focus. For example, students are asked to brainstorm orally a list of words or phrases they know related to animals. The teacher writes the words and phrases as they are given. Next, in pairs, students are asked to organize the words in logical categories by using a graphic organizer. Volunteer pairs report to the class. Following this activity the teacher, with the class, writes a sample paragraph describing one animal without naming it and using the words and phrases generated during the brainstorming activity. The teacher highlights for the students some structures used in this activity. Using these structures as a guide, students are asked to write a paragraph describing an animal without naming it. If time permits, students read their paragraph aloud while the class tries to guess the name of the animal described.

VI. SENSE OF PROGRESS

Characteristics

Students of this age group are very harsh when they judge themselves. They are concerned about their progress especially as it compares with their classmates.

Classroom Implications

Following are a few suggestions for helping students develop a sense of success and progress in the foreign language class:

- *Self-assessment in class.*
  The use of self-assessment gives students a sense of power over their own learning. It also validates the fact that they are able to be trusted to make valid judgments over their work.

  Portfolios are an especially effective tool to exhibit the students' efforts and progress. When students select the work samples which best illustrate their progress, they become involved in decision making and in turn are able to develop a more responsible attitude towards their work.

  Students may also communicate how and what they have understood about a concept in a learning log. In it, students record data and reflect on what they have learned, what they still have questions about, whether they found the material easy or hard, what part they enjoyed the most and what frustrated them.

- *Rephrase responses correctly with no sense of disapproval.*

- *Set meaningful and realistic goals and make sure some immediate success can be achieved.*

- *Avoid competitive activities and comparing individuals and/or classes with others.*

- *Recognize the students' achievement and efforts in the classroom.*
  Some teachers use dialog journals to engage their students in exchange while others resort to awards, certificates, or private recognition of students' progress.

Foreign Language Application

At the beginning of a lesson and/or unit, students are given a list of objectives to be mastered with this particular unit, i.e., in a unit about "Surroundings," the following could be listed:

- I can say where I live.
- I can say where it is located.
- I can name the main buildings/places in my town.
- I can mention places of interest in my region.
- I can ask people where they live
- I can ask people where it is exactly.
- I can ask where different things are in town and understand directions.
- I can ask somebody to describe where he/she lives.
- I have produced a leaflet giving details about my area.
- I have understood what my partner has written about his/her town.

Students check the box listed next to the objectives when they feel they can do them and go to the teacher for verification. This can also be shared with the parents upon completion of the unit.

Conclusion

Teaching a language to young adolescents is different from teaching to high school students. Traditionally, high school foreign language courses are more focused on the discipline and its content; whereas, the middle school is more focused on the students and the processes involved in learning. The middle school teacher is teaching the child French or Spanish while the high school teacher teaches French or Spanish. Teaching at the middle level, means that many of the skills needed for adult life need to be incorporated with language instruction.

chapter 34

Teaching Foreign Languages to Students with Disabilities

Introduction

Today's foreign language teachers are called upon to teach students coming from a variety of backgrounds both socially and educationally. The study of a foreign language is no longer reserved for an elite minority but is instead open to the overall student population. With the recent belief that all students can learn and benefit from language study came the unavoidable dilemma of what to do with students with different learning needs who did not fit the more "traditional" mold of instruction.

Definition of Learning Disability

The *Procedures Governing Programs and Services for Students with Special Needs* (Jan. 1996) gives the following definition of a learning disabled student in North Carolina:

> Specific learning disability is an inclusive term used to denote various processing disorders presumed to be intrinsic to an individual (i.e., acquisition, organization, retrieval, or expression of information; effective problem solving behaviors). The disability is manifested by substantial difficulties in the acquisition and use of skills in listening comprehension, oral expression, written expression, reading, and/or mathematics.

There are several types of learning disabilities. Following is a brief explanation of the ones most often encountered in the foreign language class.

Definition of Dyslexia

The Orton Dyslexia Society Research Committee (April 1994) gives the following definition of dyslexia:

> Dyslexia is one of several distinct learning disabilities. It is a specific language-based disorder of constitutional origin characterized by difficulties in single word decoding, usually reflecting insufficient phonological processing. These difficulties in single word decoding are often unexpected in relation to age and other cognitive and academic abilities; they are not the result of generalized developmental disability or sensory impairment. Dyslexia is manifested by variable difficulty with different forms of language, often including, in addition to problems with reading, a conspicuous problem with acquiring proficiency in writing and spelling.

Dyslexia

Researchers have positive evidence that dyslexic individuals process information differently from non-dyslexic individuals. Dyslexic students have difficulty with expressive and receptive language skills. They may have to read a passage several times prior to getting the full meaning.

Dyslexia does not affect intellectual skills but it requires more time to process information. Many dyslexic students have learned to compensate by developing perseverance, good study habits and the ability to budget their time effectively.

Attention Deficit (ADD) or Attention Deficit Hyperactivity Disorder (ADHD)

In the article "Limited Alertness: Some insights and Guidelines for School," Melvin Levine defines the challenges facing students with ADD or ADHD. Those students experience:

- difficulties concentrating. They are often showing their weak attention by yawning, stretching, or being bored. They are disturbed by background class conversation and noise because those interferences disrupt their comprehension.
- inconsistency. Students are unpredictable and vary in their degree of alertness.
- impulsivity or overactivity. Some students may be in constant motion. They may blurt out responses, and fail to wait. They usually do not ask for help.
- trouble getting started and completing tasks. They may have difficulties initiating work and often "burn out" prior to completing their work. Their work may be messy and/or incomplete.
- trouble with pacing themselves. Often students work much too quickly.

Hearing Impaired

According to Bailey and Chesak (1996) students who are hearing impaired display:

- difficulty taking information in through the sense of hearing and/or processing the information;
- difficulty discriminating similar sounds;
- difficulty related to listening and to remembering verbal instructions;

- trouble hearing sounds over background noise;
- fatigue when trying to listen to a talk or lecture;
- difficulty hearing sounds in the correct order. Students with auditory deficits may experience problems with tasks such as taking phone messages.

Speech/ Language Impaired

Bailey and Chesak (1996) add that students who are speech/language impaired experience difficulties in the following areas:

- articulating words;
- recalling words to express a feeling or event;
- communicating similarities and differences;
- distinguishing past, present, and future forms of verbs.

Implications for Foreign Language Teachers

Decisions regarding how the instruction is designed and carried out are especially important when working with students with disabilities. There are many effective practices for working with the various types of students. However, before putting specific practices into effect, foreign language teachers must consider the following:

- Positive self-esteem
- Non-threatening environment
- Students' needs

Positive Self-Esteem

Students with disabilities usually suffer from low self-esteem. Foreign language teachers can enhance their students self-esteem by displaying their work, calling on them when they know the answer (a secret signal can be used), giving quick positive feedback, and giving them options for demonstrating understanding of a concept.

Non-Threatening Environment

Teachers can ensure that the environment is non-threatening. They can enhance the success of students by providing opportunities to collaborate on assignments. Such strategies facilitate the development of social skills and help students gain social acceptance with their peers.

In addition, teachers may want to ensure that the class is free of interference from outside sources. For example, students with attention deficit are easily disturbed by background class conversations and background noise. They spend more time working in classroom where there are fewer disruptions. For that reason, they do better when they are seated away from a busy hall or a noisy air conditioner.

Students' Needs

Furthermore, the teacher must be aware of the needs of the students with learning difficulties and design instruction to take the different needs into account. For example, ADHD students are less talkative when asked to respond but more talkative when they initiate conversation; therefore, it is important to provide them with scaffolding, pictures, beginning or ending clues.

Making Sense of New Information

Students with language-based disabilities often fail to make connections and to apply knowledge. Second language learners are faced with input material (both in listening and in reading tasks) that is by nature unfamiliar, difficult and therefore unpredictable because of the learners' lack of familiarity with the linguistic code. Thus, the role of the foreign language teacher is to activate the schemata (students' prior knowledge about the topic) and to help them construct meaning, i.e., attach what they already know to the new knowledge.

One way to help activate the schemata is through the use of graphic organizers. They combine visual and verbal information in an illustration which provides structure for the students and which stimulates thinking about the topic. By providing an organizational structure the task of comprehending a passage and organizing information is made easier.

Teaching and Learning Adaptations and Modifications

Classroom Organization

The classroom setting and seating arrangement of students may greatly influence their understanding and participation in the foreign language activities. Some suggestions are:

- to allow students with ADD to sit close to the teacher
- to remove noise interferences. Teachers may avoid playing music in the background. In addition, teachers need to be aware that students with ADD may not work as well in an environment where individual groups are creating a lot of simultaneous talk.

Structure

Providing structure within the learning environment benefits all students especially those who are learning disabled. Following is a list of possible suggestions for teachers:

- Ensure that the lesson structure is explicit (must be easy to follow and must make use of transition statements).
- Make students aware of the daily objectives. You may want to post these daily in the same corner of the room.
- Give directions orally and in writing. Keep the directions short and clear.
- Give only one or two directions at a time.
- Ask students to paraphrase the directions to ensure comprehension before starting the task.
- Provide examples and non-examples.
- Be clear and give well-defined tasks (eliminate irrelevant information and vagueness).
- Provide wait time between activities since ADHD students may have difficulty changing from one activity to another.
- Be consistent with your classroom rules and procedures.
- Keep lists of assignments posted in the classroom.

Accessing Information

A mistake commonly made when planning instruction is to oversimplify the material so much that it becomes boring to the learning disabled student. Teachers need to keep the material challenging while at the same time providing some tools for helping students access the information. Such examples are listed as follows:

- Segment materials in small parcels.
- Break tasks down into stages.
- Allow frequent breaks.
- When using the blackboard or an overhead transparency, avoid cluttering information. Erase what is not relevant and keep only the relevant information on the board.

Learning Strategies

One of the main problems facing learning disabled students rests in the fact that they feel overwhelmed very quickly and most especially when they are faced with a reading assignment. The following strategies can be used with and by students in order to help them feel more comfortable with learning another language.

- Share tactics used to enhance memorization of important information (i.e., mnemonic devices such as Dr. and Mrs. Vandertramp in French or Wedding for teaching the subjunctive in Spanish).
- Provide students with advance organizers, in graphic forms, or with advance organizer questions prior to beginning a task.
- Provide outlines or diagrams for note taking.
- Use graphic organizers to help them make sense of information.
- Underline, circle, color key or highlight key words. Teach students to do the same.
- Color code when possible. This can be done by color coding parts of speech, masculine and feminine, etc.
- Introduce new vocabulary before reading passages.
- Summarize key concepts, use visual representation such as story skeleton, web, etc..
- Use multisensory teaching techniques (visual, auditory, tactile, kinesthetic) when possible to associate with vocabulary.

Methodology

There are many different methods teachers can use to aid their students with disabilities in the study of another language. While those methods are especially successful with learning disabilities, they are also beneficial to all students involved in foreign language study.

- Keep students actively involved and engaged.
- Engage the students in active learning.
- Provide multisensory input.
- Vary the grouping patterns of students. Use cooperative learning, small and large group work, as well as one-on-one student interaction.

- Vary the type of lesson presentation.
- Use demonstrations.
- Provide corrective feedback.
- Assign a peer helper.
- Tape lesson or texts.
- Include technology when possible.

Modifications for Assessment

Finally, one of the key components of effective teaching is to assess the students in the same manner in which they are taught. Students need to have an opportunity for demonstrating what they have learned. For this reason, teachers may want to select some of the following suggestions matching them with the special needs of their students:

- Allow for extended time.
- Allow for oral or typed work.
- Allow students to clarify questions and rephrase them in their own words as a comprehension check before answering questions.
- Avoid double negatives, complex sentence structure, and trick questions.
- Provide adequate paper.
- Allow alternative methods of demonstrating mastery.
- Provide choices for demonstrating proficiency.
- Provide a tape recorder for oral presentations.
- Furnish lined paper for written responses.
- Set up criteria and grade on scale of completion.
- Use practice tests to familiarize students with the test format.
- Include portfolios to demonstrate growth.

- Give differentiated assignments.
- Ask students to self-evaluate their work.
- Give immediate feedback when possible. Positive comments work effectively.

Where to Go for Help

Collaboration is of ultimate importance when working with learning disabled students. Foreign language teachers need to cooperate with other classroom teachers as well as with the resource teacher when serving students with special needs. This teacher is especially helpful in suggesting adaptations and/or modifications to fit the students' special learning needs.

Furthermore, to ensure the establishment of a good relationship with the students' home, the foreign language teacher will want to involve the parents by sharing evidence of the students' progress with them.

Observation Form for Productive Teaching Practices - The Council for Exceptional Children, 1996

Observer ______________________________ Date ______________________________

Instructor ______________________________ Beginning Time ______________ End Time ______________

Scale for each item: Y = Yes, observed N = No, not observed N/A = Not applicable

Step 1: Introducing the Lesson

1.	Presents brief overview of new concepts	Y	N	N/A
2.	Relates new concepts to previous learning	Y	N	N/A
3.	Alerts students to key questions that need to be answered	Y	N	N/A
4.	Identifies specific objectives	Y	N	N/A
5.	Conveys benefits of lesson	Y	N	N/A
6.	Presents schedule of activities	Y	N	N/A
7.	Clarifies expectations	Y	N	N/A
8.	Establishes behavioral norms	Y	N	N/A
9.	Uses pretests, if necessary	Y	N	N/A

Step 2: Presenting the Lesson

10.	Proceeds in small steps at rapid pace	Y	N	N/A
11.	Demonstrates or models appropriate behavior	Y	N	N/A
12.	Signals transition between main points or key ideas	Y	N	N/A
13.	Maintains eye contact	Y	N	N/A
14.	Uses correct grammar – avoids jargon	Y	N	N/A
15.	Speaks with expression and uses a variety of vocal tones	Y	N	N/A
16.	Uses concrete and everyday examples	Y	N	N/A
17.	Shows nonexamples	Y	N	N/A
18.	Uses a variety of learning modalities (e.g., auditory, visual, tactile	Y	N	N/A
19.	Encourages students to paraphrase, summarize, or relate new information to existing knowledge	Y	N	N/A
20.	Asks higher-order, challenging questions	Y	N	N/A
21.	Suggests how new information could be applied to problem-solving	Y	N	N/A
22.	Models organizational learning strategies of outlining or creating a hierarchy	Y	N	N/A
23.	Demonstrates and encourages a variety of learning strategies	Y	N	N/A
24.	Demonstrates and encourages students to check their own comprehension	Y	N	N/A
25.	Encourages students to self-praise	Y	N	N/A
26.	Summarizes key concepts	Y	N	N/A

Step 3: Student Participation

27.	Sets high standards	Y	N	N/A
28.	Sets schedule of activities and identifies needed resources	Y	N	N/A
29.	Uses a variety of activities, including group exercises, demonstration, debates, field experiences, and boardwork	Y	N	N/A
30.	Redirects student questions back to the group	Y	N	N/A
31.	Uses a variety of comprehension checks to ensure that all students understand	Y	N	N/A
32.	Discourages inappropriate behaviors	Y	N	N/A
33.	Engages all students – for example, reminds silent students to participate	Y	N	N/A
34.	Encourages peer interaction and cooperation	Y	N	N/A
35.	Identifies and praises significant accomplishments	Y	N	N/A

Step 4: Corrective Feedback

36.	Reviews content when necessary	Y	N	
37.	Reteaches when necessary	Y	N	N/A
38.	Provides appropriate homework and explains assignments fully	Y	N	N/A
39.	Provides accurate and rapid feedback on homework assignments	Y	N	N/A
40.	Tests frequently, using a variety of evaluation strategies, particularly alternative assessments that include peer or self-assessment	Y	N	N/A

Teaching Combined-Level Classes

Background

Frequently, foreign language teachers have classes with students from different levels. In language classes, the most common combinations involve grouping advanced levels within one class time, i.e., levels III and IV or IV and AP. Occasionally, following scheduling conflicts, teachers report advanced students interspersed with beginning students.

Even though combined levels may not be a good teaching situation, the alternative of dropping the classes from the schedule would affect the livelihood of some of the languages and would prevent interested students from furthering their study of the language.

Teaching Options

There are many ways to deal with these situations, some options are: rotating curriculum, spliting the period, and individualizing instruction. A brief description of each option follows.

Rotating Curriculum

A rotating curriculum is a curriculum which is repeated every other year. Students work together but have different expectations corresponding to their level of language. This approach is suggested when advanced levels are combined because the language difference is not as substantial as it would be with a level II and IV combination.

Split-Period

In this approach, the class time is divided in two halves. The teacher spends half of the time with the first group while the other group is engaged in other activities (group work, computer work, projects, individualized work, etc.) and then switches to the second group. This approach can be successful provided that:

- the teacher is organized. Organization is a key component in a split-level period. The first step in organizing the class is to write clear and concise lesson plans which can be accessed by the individual groups as needed;

- each group knows clearly what is expected daily;

- there is a system in place to foster student interdependence and inter-responsibility. This way, students who are experiencing difficulties or who have questions can receive assistance; and

- the procedures are clearly defined and followed.

Time does not have to be divided equally each day between the two groups. One group could be involved in an extended project therefore freeing the teacher to devote his/her time to the other group until completion of the project. The important factor is to remember to provide both groups with activities fostering the continued development of all the language skills and culture.

Of course, at any given time, the teacher may choose to bring the two groups together. Such examples may involve one group making a presentation to the other or both groups working on a single activity with differentiated expectations for each group.

In *Research Within Reach* (1985), teachers who are teaching in a split-period recommend "at least one shared activity a week so as not to lose the sense of community and cooperation."

Independent Study

This option is more manageable when only a very small number of students choose to study at the advanced level. Goals and expectations must be stated clearly from the beginning to prevent misunderstanding on the part of the students, parents, and administration. This approach has more chances to succeed when the students enrolled are self-motivated and are responsible. Under this approach, students and teachers meet on a regular basis to assess progress, provide guidance, and give feedback.

With this approach, special emphasis must be made not to ignore the speaking and listening skills. Because one-on-one daily interaction with the teacher may not be possible, it is important to look at other ways of addressing those skills. Some possible options include scheduling regular teacher- student conferences, incorporating the use of interactive CD Roms, computer software, and television programming, recording the students on audio and/or video tapes, or conducting telephone conversations after school hours.

Individualized Instruction

This approach often proves to be very frustrating for the teacher who is also responsible for preparing for other levels daily. The article on "Multi-Level Classes" in *Research Within Reach (1985)* states:

> Generally speaking, research suggests that when multi-level classes are the issue at hand, individualization is a possible answer only if the process has been completed for the levels involved prior to their being scheduled for the same class hour.

Effective Methodology

Teachers of multi-level classes must have the ability to organize instruction that it is not teacher-centered but that fosters student independence and responsibility. This can be accomplished in a variety of ways, through cooperative learning, peer tutoring, the use of technology, etc. Following are brief descriptions of some effective methods.

Cooperative Learning

This strategy promotes student interaction and decreases the anxiety that students of the lower level may feel when asked to perform in front of the entire class.

The September 1992 ERIC Digest defines cooperative learning as:

> ...students working together in small groups on tasks that require cooperation and interdependence among all individuals in each group. Students help each other to complete learning tasks and are rewarded for providing that help (Jacob & Mattson, 1987).

Research

Research in the area of cooperative learning stresses that cooperation promotes higher achievement than interpersonal competition or individual efforts.

Components

The essential components of cooperative learning are:

a. Positive interdependence
b. Face-to-face interaction
c. Individual accountability
d. Interpersonal and small group skills
e. Group processing

Cooperative Learning Strategies

The implementation of cooperative learning can include some of the following strategies:

- Round-Robin: Round-robin is designed to keep team members equally involved throughout an activity, and teaches the skill of taking turns.

- Basic Jigsaw: Form groups of six (home team). Ask the students to count off, numbering themselves one through six. Give directions that all ones will go to table one, all twos to table two, etc. At the new table configuration, participants learn the information and become experts. Time will vary according to the complexity and volume of material. After a given amount of time, participants return to their original tables (home team). Each participant who is an "expert" on the topic teaches the others at the table the information just learned.

- Team Practice and Drill: In this model, the learning of the material is up to the group. Following a traditional lesson, each group gets together to practice.

- Bookends: Before a film, lecture, large group class discussion, or reading, have students summarize with their partners (2-3) or group (4-5) what they already think they know about the subject and come up with questions, discuss new information, and formulate new questions. The thinking strategy K-W-L works well here.

- Four corners: This is a movement activity. Each student moves to a corner of the room representing a teacher-determined alternative. Students discuss within corners, then listen to and paraphrase ideas from other corners.

Group and Pair Work

There are many acknowledged advantages to group and pair work.

- They create a more positive and less threatening environment.
- They encourage multiple points of view.
- They motivate the students by increasing the amount of conversation and enriching the variety of practice.

Group and pair work are often mislabeled cooperative learning. Traditional learning groups place more emphasis on the task and less on positive interdependence and group processing. Often the social skills are assumed and/or ignored. There is less individual accountability in this setup. Some suggestions for group and pair work in the foreign language class include the following:

a. Interviewing/surveying classmates in the target language to obtain information.

b. Role-playing according to given or invented situations.

Peer Tutoring/ Teaching

More advanced students can be encouraged to be peer tutors and receive some credit for their work. The tutors learn to explain and clarify concepts while the tutored students have the benefit of one-on-one interaction.

Use of Technology

Teaching in a multi-level classroom has been simplified with the advent of technology. Computers can assist instruction and allow the students to work at their own level of language. In addition, the incorporation of the Internet, multimedia as well as other media (video, cassettes, films, satellite programming, TV programs, etc.) in foreign language instruction can help the foreign language teacher structure a variety of activities for different groups.

Assessment

One of the benefits of self-assessment is that it frees teachers to monitor other activities while, at the same time, it helps students develop a sense of responsibility for their own work. Students may also participate in the creation of rubrics to evaluate their own work and the work of their peers.

Classroom Setup

Classrooms can be organized to include centers. Those could be organized around carrels and could be equipped with a variety of equipment (computers, tape players, recorders, TV, VCR, etc.) and materials (magazines, realia, books, etc.) and would free teachers to do other kinds of activities with other students.

High schools which have adopted some form of block scheduling are especially well-suited for the establishment of centers where students can rotate among the different centers. In a split-level class, different expectations and tasks would be devised to accommodate the different language level of the groups.

Conclusion

No one wants to teach a combined-level class and while we recognize that every effort should be made to avoid such a scheduling option, we must also realize that these situations will continue to exist in the schools of today. Therefore, we need to continue looking at how to make the best out of bad situations so that students have the opportunity to continue developing their language proficiency.

chapter

36

Suggestions for the Cooperating Teacher

Introduction

The role of the classroom cooperating teacher is of major importance in the training of students who aspire to become teachers. The cooperating teacher serves as a model and the classroom becomes a training ground for the student teacher who looks to the cooperating teacher for guidance, advice and support.

Following is a compilation of suggestions for the classroom cooperating teacher. The suggestions have been submitted either verbally, through e-mail, in writing, or as part of the *Student Teaching Handbook* by teacher trainers at the following institutions: NC State, Appalachian, Wake Forest, and UNC - Asheville.

Expectations

Be sure that you WANT a student teacher; working with a student teacher takes time. Know what is expected of the student teacher and what is expected of the cooperating teacher. Expectations for the student teacher and the cooperating teacher are often outlined in the *Student Teaching Handbook.* Communicate your expectations clearly and in writing.

Getting to Know You Conference

Hold a "getting-to-know-you" conference with the student teacher so that the student teacher can get to know you and you can learn more about the student teacher's background, interests, and concerns. Encourage questions. Establishing a good rapport with the student teacher is of primordial importance and helps put the student teacher at ease.

Communication

Establish and maintain free and open communication between yourself, the student teacher and the university supervisor throughout the internship.

Mentoring

Perform the role of mentor. A great amount of effort is required to anticipate needs, apprehensions, and goals of a student teacher. Guide the student teacher into wise choices rather than force him/her into preconceived courses of action.

Initial Needs

Provide for the student teacher's initial needs and orientation. Generally, this includes providing the student teacher with his/her own desk, his/her name on the door, textbooks and materials.

Daily Routine

Inform the student teacher about the daily routine of the school and about the "unspoken and unwritten" way things are done. Remember that the student teacher is not only new to teaching but also new to the environment.

Introduction

Prepare your students for a positive experience with the student teacher. Introduce the student teacher to the students as a teacher and explain his/her presence. This involves explaining what student teaching is all about and making the student teacher feel a part of the school.

Introduce the student teacher to other faculty members and mention that the student teacher is expected to conduct observations of additional classes outside of his/her own discipline.

Observation of Other Classes

During the first week, provide the student teacher with the opportunity to observe the classes of outstanding teachers in other disciplines. The student teacher benefits from observing excellent classroom management, various presentational styles and different strategies for teaching students with diverse learning needs.

Goals

Early on in the student teaching period, outline goals, activities, topics and teaching assignment for which the student will be responsible. This allows early planning time.

Planning Together

Include planning time together so both parties know what is expected and how the content needs to be covered during a particular time.

Written Lesson Plans

Make sure the student teacher *writes out* in detail his/her lesson plans at least two days prior to teaching the lesson. This gives you the opportunity to go over the lesson with the student teacher and to suggest changes as needed. The additional time also ensures that the student teacher can incorporate the changes without feeling rushed and unprepared.

Methodology

Be open to a variety of methodology and let your student teacher explore possibilities that you have not used before. Remember that a student teacher has to find his/her own teaching style.

Materials

Provide opportunities for the student teacher to use a variety of materials including the use of technology such as CD ROMS, software programs, multimedia, etc. within the foreign language class.

Self-Evaluation

Encourage the student teacher to self-evaluate his/her presentation after each lesson taught. The format for the self-evaluation can be open-ended or can be outlined in a form. Such comments as: I feel that...., my strong points were...., my weak points were...Encourage the student teacher to take responsibility for his/her own teaching and to take the necessary steps to correct the identified weaknesses.

Those reflections are also useful for the cooperating teacher and the university supervisor as they guide the student teacher through the teaching experience.

Feedback

Make sure that the student teacher receives constant feedback – both positive comments and suggestions for improvement – especially early on in the teaching. Everyone gets so caught up in the daily schedule and events that take place that sometimes the cooperating teacher forgets to comment on certain aspects of the student teacher's presentation or behavior. Then, the moment at which the positive (or negative) behavior, strategy, etc. occurred passes without affirmation or discussion.

Interns need pats on the back and gain confidence as their efforts are recognized. Feedback is a significant aspect of the student's development as a teacher.

Conferences

When conferencing with the student teacher, the following are suggested:

- Accept the student teacher as a co-worker, keeping things on an informal, friendly level.
- Give consideration to all problems, but avoid lecturing.
- Work to develop the student teacher's teaching personality rather than create your carbon copy. Suggest viable alternatives in addition to "This is the way I do it."

- Have specific data for frank, direct criticisms, keeping them objective, constructive, and professional.
- Begin conferences by commending the student teacher's strong points, avoid flattery, and seek to aid the student teacher in self-appraisal.
- Summarize the discussion and give the student teacher a copy of criticism with suggested remedies.
- Keep a copy of your conferences for reference purposes.

Leaving the Student Teacher Alone

Leave the student teacher alone to teach for a while early in the experience once he/she is somewhat confident. This helps him/her establish authority in front of the students. Remaining in the classroom every minute is stifling for the student teacher.

On occasion, student teachers have been afforded so little opportunity to encounter discipline problems on their own that they are not able to handle them during their first year of teaching.

Other Duties

In addition to regular teaching duties, there are activities associated with teaching which the student teacher should have an opportunity to do. The student teacher should become acquainted with available materials, keep records, administer tests, collect materials, attend faculty meetings, and participate in appropriate community activity.

Problems

Be sure to let the student teacher and/or the college supervisor know of brewing problems and to document serious problems *in writing.*

Conclusion

The success of the student teaching experience is largely dependent on the cooperating teacher. The cooperating teacher is in an excellent position to guide, to help identify and develop teaching talents and abilities, and to provide feedback to the aspiring teacher. The key to reaching this goal is to maintain open communication based on mutual trust and respect.

Part Seven

Resources

37. NC Department of Public Instruction Foreign Language Publications

38. Professional Organizations

39. Professional Development Resource Personnel

40. NC Foreign Language Textbook Adoptions

41. Criteria for Selecting Textbooks

42. NC Foreign Language Collaboratives

43. International Firms in the State

44. National Honor Societies

45. List of Publishers

46. Internet Addresses

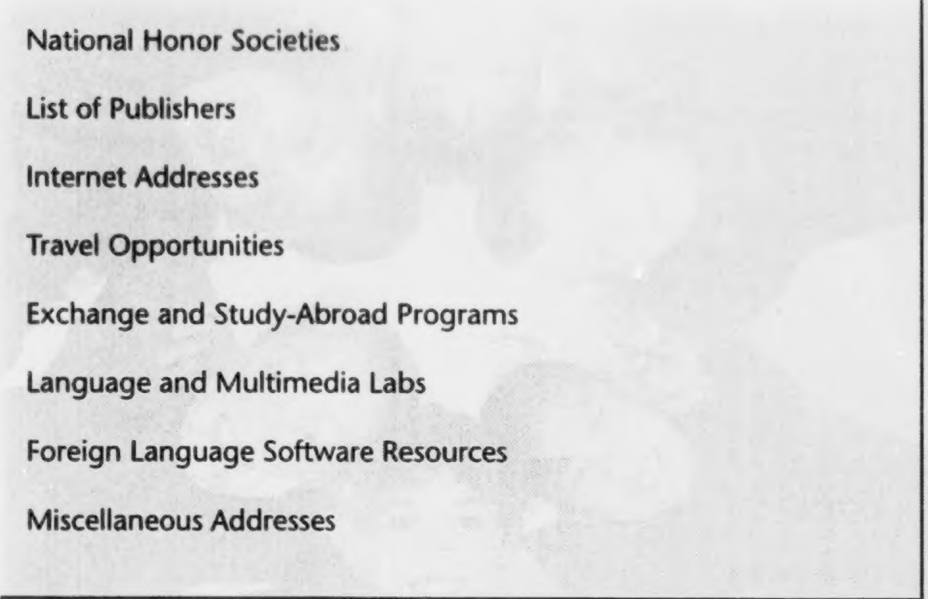
47. Travel Opportunities

48. Exchange and Study-Abroad Programs

49. Language and Multimedia Labs

50. Foreign Language Software Resources

51. Miscellaneous Addresses



Prior to publication, telephone numbers, addresses (including internet addresses), names of people, organizations, and suggested materials were checked to verify the accuracy of the information. Some changes in addresses and other information may have taken place since early 1997.

BEST COPY AVAILABLE

chapter 37

Department of Public Instruction Foreign Language Publications

I. Publications Available Through Publications Sales

Second Language Studies, K-12, Teacher Handbook (1994)
Provides recommended goals and objectives and suggested measures.
IS 109, 1994, $12.00

Building Bridges, A Guide to Second Languages in the Middle Grades (1991)
Designed to help local school systems implement effective second language programs at the middle grades.
IS 122, 1991, $2.50

First and Second Language: The Reading and Writing Connection
Designed to assist second language teachers in classrooms and enable administrators, parents, and other teachers to better understand how foreign language instruction helps students develop literacy skills. The role of grammar in writing, the interrelation of the four language skills, and the use of authentic text in reading and writing are briefly discussed
CM 121, 1996, $5.00

Foreign Language on the Block
A comprehensive document addressing foreign languages and block scheduling. Includes sections on advantages and disadvantages, articulation and scheduling, instructional strategies, student evaluation and program assessment. An extensive appendix has sample lesson plans, pacing and curriculum guides.
CM 122, 1996, $10.00

For ordering information, see Publications Order Form on the following page

II. Publications Available from the Second Language/ESL/Computer and Information Skills Section

The following publications are available free of charge by contacting Fran Hoch at (919) 715-1797 or Bernadette Morris at (919) 715-1798. Quantities are limited.

1996 Foreign Language Survey of Four-Year Colleges and Universities
The survey summary includes information about foreign language offerings, requirements, and placements in institutions of higher education.

The Standards for Foreign Language Learning and the North Carolina Standard Course of Study: A Guide and Training Packet (1996)
This publication is designed as a guide to foreign language teachers who wish to examine and understand the national standards and to relate them to the North Carolina Standard Course of Study, to local curriculum guides, and to classroom practices. It can be used by individuals but will be most effective if used for group staff development. The training packet is divided into five two-hour modules.

PUBLICATIONS ORDER FORM

North Carolina Department of Public Instruction
Publications Sales, Division of Communication Services
301 N. Wilmington Street
Raleigh, NC 27601-2825 (July 1994)

Date
Customer Order No.
SDPI Order No.

Please duplicate this form if additional lines are needed.

School/District/Other

Name/Attention

Address

City State Zip

Telephone

Item Number	Title	Quantity	Price Each	Total

Subtotal
Add 6% of total (NC sales tax)
Add 20% of total (postage and handling)
TOTAL

Check Enclosed. Remittance must accompany orders from individuals and all out-of-state orders. (Make checks payable to NC Department of Public Instruction) Mail this form and your check to: NC Department of Public Instruction, Cash Management, 301 N. Wilmington St., Raleigh, NC 27601-2825.

Purchase Order Enclosed. Purchase orders can be processed form North Carolina public schools and public universities. Mail purchase order and this form to: Publications, Room B75, Dept. of Public Instruction, 301 N. Wilmington Street., Raleigh, NC 27601-2825. These orders will be invoiced, and the cost of shipping will be added to the invoice.

chapter 38

Professional Organizations

Advocates of Language Learning (ALL)
Paul A. Garcia, President
5530 Oak Street
Kansas City, MO 64113
(816) 871-6317

Alliance Française
22 E. 60th Street
New York, NY 10022
(212) 355-6100

American Association of Teachers of French (AATF)
Fred Jenkins
57 E. Armory Drive
Champlain, IL 61820
(217) 333-2842

American Association of Teachers of German (AATG)
Helene Zimmer-Lowe
112 Haddontowne Court # 104
Cherry Hill, NJ 08034 - 3662
(609) 795-5553

American Association of Teachers of Spanish and Portuguese (AATSP)
Lynn A. Sandstedt, Executive Director
University of Northern Colorado
Greeley, CO 80639

American Association of Teachers of Russian (ACTR)
Dan E. Davidson
1619 Massachusetts Avenue, N.W.
Suite 527
Washington, DC 20036
(202) 833-7522

American Classical League
Geri Dutra
Miami University
Oxford, OH 45056-1694
(513) 529-7741

American Council on the Teaching of Foreign Languages (ACTFL)
C. Edwards Scebold
6 Executive Plaza
Yonkers, NY 10701
(914) 963-8830

Association of Teachers of Japanese (ATJ)
Hiroshi Miyajii
Hillcrest 1
Middlebury College
Middlebury, VT 05753-6119
(802) 388-3711 ext. 5619

Carolina TESOL
Ellen Collie Graden, President
1540 Pathway Drive
Carrboro, NC 27510
(919) 967-5017

Carolina Association of Teachers of Japanese
Dr. John Mertz
NCSU Box 8106
Raleigh, NC 27695
(919) 515-9297

Center for the Advancement of Language Learning (CALL)
Lori Thomas
4040 N. Fairfax Drive
Suite 200
Arlington, VA
(703) 312-5054

Center for Applied Linguistics (CAL)
Dora Johnson
1118 22nd Street NW
Washington, DC 20037
(202) 429-9292

Central States Conference on the Teaching of Foreign Languages (CSTFLL)
Jody Thrush
Technical College
3550 Anderson Street
Madison, WI 53704
(608) 246-6573

Council on International Educational Exchange (CIEE)
Priscilla Torey
205 E. 42 Street
New York, NY 10017
(212) 661-1414

Defense Language Institute (DLI)
Martha Herzog
Foreign Language Center
Presidio of Monterey, CA 93944-5006
(408) 647-5291

Foreign Language Association of North Carolina (FLANC)
Mary Lynn Redmond, President
6 Sun Oak Court
Greensboro, NC 27410
(910) 299-6872

Joint National Committee for Languages (JNCL)
J. David Edwards
National Council for Languages and International Studies (NCLIS)
300 Eye Street, NE, Suite 211
Washington, DC 20002
(202) 546-7855

Modern Language Association (MLA)
David C. Smith
10 Astor Place
New York, NY 10003-6981
(212) 475-9500

National Association for Bilingual Education (NABE)
810 1st Street, NE
Union Center Plaza, 3rd Floor
Washington, DC 20002-4205
(202) 898-1829

National Association of District Supervisors of Foreign Languages (NADSFL)
Paul Garcia
The School District of Kansas City
1211 McGee Street
Kansas City, MO 64106

National Association of Elementary School Principals (NAESP)
1615 Duke Street
Alexandria, VA 22314
(703) 684-3345

National Association of Secondary School Principals (NASSP)
1904 Association Drive
Reston, VA 22091
(703) 860-0200

National Clearinghouse for Bilingual Education
1118 22nd Street, NW
Washington, DC 20037
(202) 467-0867

National Committee For Latin and Greek
Harry C. Rutledge
Department of Classics
710 McClung Tower
University of Tennessee
Knoxville, TN 37996-0471

North Carolina AATF
Karen Vertreese
1312 Hedgelawn Way
Raleigh, NC 27615
H: (919) 876-4379
W: (919) 870-4250

North Carolina AATG
Dr. Siegfried Mews
Department of Germanic Languages
UNC Chapel Hill
CB # 3160
438 Dey Hall
Chapel Hill, NC 27599-3160
H: (919) 966-1641
W: (919) 967-3001

North Carolina AATSP
Magdalena Maiz-Pena
PO Box 1375
Davidson, NC 28036
(704) 892-5783
or
Davidson College
Davidson, NC 28036
(704) 892-2245

North Carolina Department of Public Instruction (NCDPI)
Fran Hoch (919) 715-1797
Bernadette Morris (919) 715-1798
Second Language, ESL, Information and Computer Skills Section
301 N. Wilmington Street
Raleigh, NC 27601-1815

North Carolina Classical Association
Mary Pendergraft
106 Kensington Road
Greensboro, NC 27403
(910) 275-0141

North Carolina Japan Center
Box 8112
NCSU
Raleigh, NC 27695-8112

Southern Conference on Language Teaching (SCOLT)
Lee Bradley
Valdosta State University
Valdosta, GA 31698
(912) 333-7358

Teachers of English to Speakers of Other Languages (TESOL)
Helen Kornblum
1600 Cameron Street
Suite 300
Alexandria, VA 22314-2751
(703) 836-7864

Triangle East Asia Colloquium
Asian/Pacific Studies Institute
2111 Campus Drive
Box 90411
Duke University
Durham, NC 27708-0411
(919) 684-2604

Professional Development Resource Personnel

The following people can be contacted directly for professional development activities.

I. North Carolina

Adler, Diane
Department of Foreign Languages and Literatures
NC State University
Raleigh, NC 27695-8106
(919) 515-2475
adlerd@social.chass.ncsu.edu

Antonek, Janis
UNC-Greensboro
School of Education
313 Curry Building
Spring Garden Street
Greensboro, NC 27412
(910) 334-3441
jlantone@uncg.edu

Buck, Manolita
106 Terry Street
Greenville, NC 27858
(919) 756-2754

Gammon, David
Wake County Schools
3600 Wake Forest Road
Raleigh, NC 27609-7329
(919) 850-1835

Hartley, Peggy
Department of Foreign Languages
Appalachian State University
524 Sanford Hall
Boone, NC 28608
(704) 262-2305
hartleypj@conrad.appstate.edu

Heining-Boynton, Audrey
CB# 3500
Peabody Hall, School of Education
UNC - Chapel Hill
Chapel Hill, NC 27599-3500
(910) 962-3035
alheinin@email.unc.edu

Mitchell, Jane
305 Ridgeway Drive
Greensboro, NC 27403
(910) 274-2329
jtmitche@aol.com

Mount, Jo Ann
Department of Foreign Languages
UNC-Wilmington
601 S. College Road
Wilmington, NC 28403-3297
(910) 395-3349

Navey-Davis, Susan
Department of Foreign Languages and Literatures
NC State University
Raleigh, NC 27695-8106
(919) 515-9288
navey@social.chass.ncsu.edu

Pendergraft, Mary (Latin)
Classical Language Department
Wake Forest University
Box 7343 Reynolda Station
Winston-Salem, NC 27109-7343
(910) 759-5331
pender@wfu.edu

Pons, Cathy
Department of Foreign Languages
UNC-Asheville
Asheville, NC 28804
(704) 251-6282
cpons@unca.edu

Redmond, Mary Lynn
Department of Education
PO Box 7266
Wake Forest University
Winston-Salem, NC 27109
redmond@wfu.edu

Winz, Burgunde
Meredith College
3800 Hillsborough Street
Raleigh, NC 27607-5298
(919) 829-8420
winzb@meredith.edu

II. NC Department of Public Instruction

Hoch, Fran
Department of Public Instruction
301 N. Wilmington Street
Raleigh, NC 27601-2825
(919) 715-1797
fhoch@dpi.state.nc.us

Morris, Bernadette
Department of Public Instruction
301 N. Wilmington Street
Raleigh, NC 27601-2825
(919) 715-1798
bmorris@dpi.state.nc.us

III. National

The American Council on the Teaching of Foreign Languages (ACTFL) provides important tools and training for aspiring leaders who are new to the profession, as well as for the seasoned veterans who desire to continue their professional growth. ACTFL offers professional development in the following areas:

- Standards implementation workshops
- Professional academies including topics such as *Teaching All Students K-8; Teaching for Diversity 7-12; Alternative Assessment; Dealilng with the Block; Activities for the Standards-Based Classroom.*
- *Oral Proficiency Interview Familiarization; Teaching for Proficiency: Speaking* (also *Listening, Reading, Writing*); *Prochievement Testing; Learner Strategies*; and *Learner-Centered Instruction; Teaching Grammar* (*Teaching Vocabulary* also available).
- Oral Proficiency Workshops such as *New Modified OPI Workshop; Regular OPI Workshop;* and *OPI Refresher Workshop.*

For additional information on ACTFL Professional Development Program, contact:

ACTFL
Professional Development Program
6 Executive Plaza
Yonkers, NY 10701-6801
(914) 963-8830, ext. 229
(914) 963-1275 (Fax)

40 North Carolina Foreign Language Textbook Adoption

1994 Adoption (French, Spanish, German), 1997 Adoption (Latin)

I. Grades 7-8, French

- Glencoe French *Bienvenue*, 1st e., Schmitt, Lutz, c. 1994
  1A and 1B
  Glencoe/McGraw Hill

- *Exploring French*, 2nd. e., Sheeran, McCarthy, c. 1995
  Textbook, activity book, or kit (textbook, teacher's guide, 3 audiocassettes, activity book)
  EMC Publishing

- *Bon Voyage*, 1st e., Wilson, Theison, Moase-Burke, c. 1994
  Student worktext, picture cards
  Heinle & Heinle Publishers

II. Grades 7-8, Spanish

- *Spanish for Mastery*, Split-Book Series, Valette st al, c. 1992
  Book 1 - Bienvenidos, Book 2 - Dia a Dia
  D.C. Heath and Company

- Glencoe Spanish, *Bienvenidos*, 1st e., Schmitt, Woodford, c. 1995
  1A and 1B
  Glencoe/McGraw Hill

- Viva el Español! 1st e., Chatterjes et al, c. 1990
  Converso Mucho
  Ya Converso Mas
  Nos Communicamos!
  National Textbook Company

- *Exploring Spanish,* 2nd e., Sheeran, McCarthy, c. 1995
  Textbook, activity book, or kit (textbook, teacher's guide, 3 audiocassettes, activity book)
  EMC Publishing

- *¡Buen Viaje!*, 1st e., Wilson, Moase-Burke, c. 1994
  Student worktext, picture cards
  Heinle & Heinle Publishers

- *¡Ya Veras!*, 1st e., Guttierez et al, c. 1991-1995
  1A - Student text, student workbook
  1B - Student text, student workbook
  For 1A and 1B - Videotape package, video site license, software, Diez Temas Interactivos, middle school teaching guide

III. Grades 9 - 12, French

- *Discovering French*, Vaette, c. 1993
  Level 1 - Bleu
  Level 2 - Blanc
  D.C. Heath and Company

- *En Bonne Forme,* 5th e., Dietiker, c. 1992, L. 3-4
  D.C. Heath and Company

- *Par Ici: Echanges Intermediaires,* Ariew,k Nerenz, c. 1993, L. 3-4
  D.C. Heath and Company

- Glencoe French, 1st e., Schmitt, Lutz, c. 1994-95
  1. *Bienvenue*
  2. *A Bord*
  3. *En Voyage*
  Glencoe/McGraw-HIll

- *L'Express: Aujourd'hui la France,* 1st e., Steele, Parvis, c. 1992, L. 4-6
  National Textbook Company

- *Tableaux Culturels de la France,* 3rd e., Ravise, c. 1992, L. 4-6
  National Textbook Company

- *Contes et Legendes de France,* 1st e., Vary, c. 1992, L. 4-6
  National Textbook Company

- *Le Petit Prince,* 1st e., Saint-Exupery, c. 1987, L. 4-6
  National Textbook Company

- Scott Foresman French, 1st e., Valdman et al, c. 1993
  Level 1 - *Dis-Moi!* - Student Text
  Level 2 - *Viens Voir!* - Student Text
  Level 3 - *C'est Ca!* - Student Text
  Scott, Foresman and Company

- *Le Français Vivant*, 1st e., Fralin et al, c. 1991/93
  Level 1 - Textbook, workbook, audiocassette program, testing program, oral proficiency evaluation manual, overhead transparencies, microcomputer software (Apple and IBM), live-action video program, French reader-La famille Marais-Un séjour en France
  Level 2 - Textbook, workbook, audiocassette program, testing program, oral proficiency evaluation manual, overhead transparencies, microcomputer software (Apple and IBM), live-action video program
  Level 3 - Textbook, workbook, audiocassette program, testing program, overhead transparencies, live-action program
  EMC Publishing

- *Allons Voir!* 1st e., Bragger, Rice, c. 1992-1993, L. 4-6
  Student Text, workbook and controle des connaissances pkg, Allons voir videotape, système-D software can be used for Allons Voir & Bravo
  Heinle & Heinle Publishers

- *Bravo!* Communication et Grammaire, 2nd e., Muyskens et al, c. 1993, L 4-6
  Student text/tape package, workbook/lab manual/answer key, reader: culture et literature, système-D software
  Heinle & Heinle Publishers

IV. Grades 9 -12, Spanish

- *¡ Dime!*, Samaniego et al, c. 1993-95
  Level 1 - Uno
  Level 2 - Dos
  Level 3 - Tres
  D.C. Heath and Company

- *Spanish for Mastery*, Valette & Valette, c. 1994
  Level 1
  Level 2
  Level 3
  D.C. Heath and Company

- *Album*, Valette et al, c. 1993, L. 3-4
  D.C. Heath and Company

- *Conversaciones Creadoras*, Brown & Gaiet, c. 1994, L-3-4
  D.C. Heath and Company

- Glencoe Spanish, 1st e., Schmitt, Woodford, c. 1995
  1: *Bienvenidos*
  2: *A Bordo*
  Glencoe/McGraw-Hill

- McGraw- Hill Spanish: *Galeria de Arte y Vida,* Level IV, 1st e., Adey, c. 1989, L-4
  Glencoe/McGraw-Hill

- *Bravo*, Terrell et al, c. 1995
  Level 1
  Level 2
  McDougal Litt/Houghton Mifflin

- *Destinos*, Patten, Marks, Teschener, c. 1992, L. 3
  McDougal Litt/Houghton Mifflin

- *Adventuras del Ingenioso Hidalgo Don Quijote de la Mancha*, 1st e., Andrade, c. 94
  National Textbook Company

- *El Cid*, 1st e., Andrade, C. 1982, L. 4-6
  National Textbook Company

- *Explorations en Literatura*, 1st e., Chastain, c. 1994, L. 4-6
  National Textbook Company

- *Leyendas Latinoamericanas*, 1st e., Barlow, c. 1989, L. 4-6
  National Textbook Company

- *Leyendas Mexicanas*, 1st e., Barlow, Stivers, c. 1989, L. 4-6
  National Textbook Company

- *Literatura Moderna Hispanica*, 1st e., Gonzalez, c. 1975, L. 4-6
  National Textbook Company

- *Perspectivas Culturales de España*, 1st e., Kattan-Ibarra, c. 1989, L. 4-6
  National Textbook Company

- *Perspectivas Culturales de Hispanoamericana*, 1st e., Kattan-Ibarra, c. 1989, L. 4-6
  National Textbook Company

- Scott Foresman Spanish, 1st e., Reynolds et al, 1992
  Level 1 - *Voces y vistas* - Student Text
  Level 2 - *Pasos y puentes* - Student Text
  Level 3 - *Arcos y alamedas* - Student Text
  Scott, Foresman and Company

- *Somos Asi*, 1st e., Funston, Koch, Bonilla, c. 1994
  Level 1 - Textbook, workbook, audiocassette program, testing program, overhead transparencies, live-action video, microcomputer software (IBM and Apple) Spanish reader - La familia Miranda- El viaje a Guatemala
  Level 2 - Textbook, workbook, audiocassette program, testing program, overhead transparencies, live-action video, microcomputer software (IBM and Apple)
  Level 3 - Textbook, workbook, audiocassette program, testing program, live-action video
  EMC Publishing

- *¡Ya Veras!*, 1st e., Guttierez, Rosser, Rosso-o'Laughlin, c. 1991-1995
  Level 1 - Student text, workbook, videotape package, videodisc package, video site license, software , Dies Temas Interactivos, reader: A Proposito
  Level 2 - Student text, workbook/lab manual, videotape package, videodisc package, video site license, software, reader: Sin Duda
  Level 3 - Student text, workbook/lab manual, Mosaico Cultural Video program-video 1 &2 guide, Atajo Writing Assistant software
  Heinle & Heinle Publishers

- *¡A Que Si!*, 1st e., Cash, Garcia-Serrano, Torre, c. 1993, L. 4-6
  Student text, workbook
  Heinle & Heinle Publishers

- *Enlaces*, 1st e., Glisan, Shrum, c. 1991, L. 4-6
  Student text/tape package, workbook
  Heinle & Heinle Publishers

V. Grades 9 - 12, German

- Holt German, *Komm Mit!* Puryear, Bruschke, c. 1995
  Level 1 - Student edition
  Holt, Rinehart and Winston, Inc.

- *Der Speigel: Aktuelle Themen in Der Bundesrepublik Deutschland*, 1st e., Zimmerlowe, c. 1992, L. 4-6
  National Textbook Company

- *Deutschland: Ein Neuer Anfang*, 1st e., Walbruck, c. 1992, L. 4-6
  National Textbook Company

- *Deutsch Aktuell*, 3rd e., Wolfgang Kraft, c. 1993
  Level 1 - Textbook, workbook, audiocassette program, testing program, overhead transparencies, oral proficiency evaluation manual, live-action video program, sound-filmstrip program, sound-filmstrips on video, microcomputer software
  Level 2 - Textbook, workbook, audiocassette program, testing program, overhead transparencies, live-action video program, sound-filmstrip program, sound-filmstrips on video, microcomputer software
  Level 3 - Textbook, workbook, audiocassette program, testing program, live-action video program
  EMC Publishing

- *Deutsch Heute Nes Ausgabe*, 2nd e., Sidwell, Capoore, c. 1990-1992
  Level 1- Student book, worksheets, cassette 1, flashcards 1
  Level 2 - Student book, copymasters 2, cassette 2A, cassette 2B
  Level 3 - Student book, copymasters 3, cassette 3
  Heinle & Heinle Publishers

- *Impression/Expression Deutsch*, 2nd e., Schmidt, Knapp, Knapp, c. 1991, L. 4-6
  Student text, workbook, reader: Magazin fur Kultur and Literatur
  Heinle & Heinle Publishers

VI. Grades 9-12, Latin

- *Conversational Latin for Oral Proficiency*, Traupman, c. 1996, L.1-3
  Bolchazy-Carducci Publishers, Inc.

- *Poems of Gaius Valerius Catullus*, Bender with Forsyth, c. 1996,
  L. 3-5
  Bolchazy-Carducci Publishers, Inc.

- *Vergil's Aeneid Books I-VI*, Pharr, c. 1995
  Bolchazy-Carducci Publishers, Inc.

- *Cambridge Latin Course*, Phinney et al., 1988-1991
  Level 1
  Level 2
  Level 3
  Level 4
  Cambridge University Press

- *Latin for Americans*, Ullman et al., c. 1997
  Book one and audiocassettes
  Book two and audiocassettes
  Book three
  Glencoe/McGraw-Hill

- *The Jenney Latin Program*, Jenney et al., 1990
  First Year Latin
  Second Year Latin
  Third Year Latin
  Fourth Year Latin
  Prentice Hall, Inc.

For additional information, contact Ms. Ann Fowler, Textbook Selection Coordinator at (919) 715-1893.

41

Criteria for Selecting Textbooks

The following forms include the criteria used when evaluating textbooks for the state adoption. The specific criteria were developed by a committee of Latin teachers and committees of foreign language teachers. Local adoptions can be made according to the specified criteria or to criteria developed by local teachers.

SECOND LANGUAGES, Grades 7-12

Instructional Evaluation Form

INSTRUCTIONAL MATERIALS TITLE ____________________________

PUBLISHER/COPYRIGHT DATE ____________________________

AUTHOR(S) ____________________________

EVALUATOR ____________________________

Directions: Check one in subject category and one in handicapped designation:

Subject Categories:

French, Grades 7-8 ________
French, Level 1 ________
French, Level 2 ________
French, Level 3 ________
French, Level 4 ________
French, Level 5 ________
French, Level 6 ________
Spanish, Grades 7-8 ________
Spanish, Level 1 ________
Spanish, Level 2 ________
Spanish, Level 3 ________
Spanish, Level 4 ________
Spanish, Level 5 ________
Spanish, Level 6 ________
German, Level 1 ________
German, Level 2 ________
German, Level 3 ________
German, Level 4 ________
German, Level 5 ________
German, Level 6 ________

Handicapped: ( ) Not Adapted ( ) General Education ( ) Adapted Text

PART I: COMPATIBILITY WITH THE NORTH CAROLINA CURRICULUM

Directions: Carefully examine the content of the instructional materials. Check your response to complete the sentence below:

In my opinion, the percentage of goals and objectives in the North Carolina Standard Course of Study, Second Languages covered in this text/program is approximately:

(a) 50% or less (b) 75% (c) 100%

Comments ____________________________

____

____

Directions for completing Parts II and Parts III: Carefully examine the material. Using the following scale, circle the number that identifies your evaluation of each item.

4	3	2	1	0
Excellent	Above Average	Average	Below Average	Unsatisfactory

PART II: GENERAL CRITERIA

A.	Instructional materials reflect current methodology and practices.	4	3	2	1	0
B.	Coverage of the discipline is comprehensive and balanced.	4	3	2	1	0
C.	Concepts are explored in depth and reinforced throughout.	4	3	2	1	0
D.	Instructional materials are clear and concise with correct grammar and sentence structure in English and the target language.	4	3	2	1	0
E.	Glossaries, bibliographies, indices, appendices tables of content are included, are comprehensive, and easy to use.	4	3	2	1	0
F.	Illustrations, photographs, maps, graphs, charts, and timelines are current, sufficient in number, are identified, and are correlated with content.	4	3	2	1	0
G.	Material is suitable to the developmental level of students and is evenly paced with a natural progression toward the development of proficiency.	4	3	2	1	0
H.	Content and illustrations reflect the diversity of the cultures where the language is spoken.	4	3	2	1	0
I.	Instructional materials are non-consumable durable, and attractive and are of good quality.	4	3	2	1	0
J.	Teacher's materials are well-organized, comprehensive, and easy to use.	4	3	2	1	0
K.	Student materials are well-organized, comprehensive, and easy to use.	4	3	2	1	0
L.	Teacher's and pupils' materials accommodate integration with other content areas.	4	3	2	1	0
M.	Teacher's materials provide a range of suggestions and activities to meet individual student needs.	4	3	2	1	0

PART II SUBTOTAL ____________________

PART III: SPECIFIC CRITERIA

A.	Focus of instructional materials in on language for meaningful communication.	4	3	2	1	0
B.	Activities (including hands-on) are varied and designed to promote creative use of the language.	4	3	2	1	0
C.	Vocabulary is used in context and is re-entered throughout the instructional materials.	4	3	2	1	0
D.	grammar is presented and used in context with clear explanations and relevant examples.	4	3	2	1	0
E.	Activities and exercises are included and are directed toward the immediate application of grammar to oral and written communication.	4	3	2	1	0
F.	Culture is integrated throughout the instructional material and is not confined to one specific country or people.	4	3	2	1	0
G.	Teacher's materials offer a variety of techniques to assess proficiency in listening, speaking, reading, and writing and to assess understanding of the cultures and countries where the language is spoken.	4	3	2	1	0
H.	Cultural material is varied to include such areas as customs, lifestyles, geography, history, significant people, literature, and the arts.	4	3	2	1	0
I.	Teacher's materials include accurate, comprehensive background information on the cultures where the language is spoken.	4	3	2	1	0
K.	Content addresses the development of a variety of thinking skills.	4	3	2	1	0

PART III SUBTOTAL ______________________

COMMENTS:

LATIN
Instructional Materials Evaluation Form

INSTRUCTIONAL MATERIALS TITLE ______________________________

PUBLISHER/COPYRIGHT DATE ______________________________

AUTHOR(S) ______________________________

EVALUATOR ______________________________

Series:		Single Title:	
Level I	________	Level I	________
Level II	________	Level II	________
Level III	________	Level III	________
Level IV	________	Level IV	________

Directions: Check one in handicapped designation:
Handicapped: (   ) Not Adapted (   ) General Education (   )

PART I: COMPATIBILITY WITH THE NORTH CAROLINA CURRICULUM
If two or more items are marked "not acceptable" in Part I, do not complete Part II and III.

		Acceptable	Not Acceptable
A.	The material presents the main concepts which support the majority of the instructional objectives for the course/grade.	________	________
B.	Materials meet the teaching requirements in the instructional levels for which they are offered.	________	________
C.	Content, methodology, and teaching strategies are consistent with the curriculum's philosophies, values, and goals.	________	________

DOCUMENTATION FOR PART I:

PART II SPECIFIC CRITERIA

		Acceptable	Not Acceptable
A.	Text develops the five major areas of study: Reading, Writing, Derivation, Culture/History, and Literature.		
B.	Text provides interdependent and interrelated activities in the five major areas of study: Reading, Writing, Derivation, Culture/History, and Literature.		
C.	A variety of exercises supports and extends the five major areas of study: Reading, Writing, Derivation, Culture/History, and Literature.		
D.	Grammar is integrated with and contributes to the development of the reading and writing processes.		
E.	Grammatical constructions (i.e., ablative absolute, ablative of means, double dative) are practiced and developed in the readings and exercises.		
F.	Reading are historically accurate and relevant to Greco-Roman culture.		
G.	Culture is presented throughout the text as an integral part of Latin study.		
H.	Derivation is presented throughout the text as an integral part of Latin study.		
I.	Text presents Greek and Roman mythology and its use in Western cultures.		

J. Text includes illustrations, artwork, and photographs places and ancient and modern artifacts related to the lesson. ______________________

K. Text contains maps which provide geographical focus for the lesson. ______________________

L. Text promotes understanding of classical influence in law, politics, government, literature, language, and art in Western society. ______________________

M. The scope and sequence within and beyond levels are logical and realistic. ______________________

N. Methodology and activities are commensurate with student abilities, needs, interests, achievement, and learning styles as denoted in the teacher's resource manual. ______________________

O. Content addresses the development of a variety of thinking skills. ______________________

P. Organizational design of text allows for a variety of methods for instruction and assessment. ______________________

ADVANCED LEVELS (In addition to Items A-P)

A. Text presents important selections representatives of author/authors. ______________________

B. Text contains extensive glossaries of literary terms and vocabulary used in selections as well as margin notes and footnotes to guide. ______________________

DOCUMENTATION FOR PART II:

PART III: GENERAL CRITERIA

		Acceptable	Not Acceptable
A.	Text provides sufficient detail to make concepts and ideas meaningful.		
B.	Concepts are appropriate for student use - challenging but not frustrating.		
C.	Instructional materials are produced using good quality materials and are non-consumable, durable, and attractive.		
D.	Overall appearance incorporates the following desirable qualities: legibility of type, length of line, spacing, page layout, and width of margins.		
E.	Illustrations are appropriate, accurate, attractive, up-to-date and conveniently located.		
F.	Content and illustrations are appealing, relevant, and free from social, gender, and ethnic bias.		
G.	Materials are recently copyrighted and reflect current research.		
H.	Material is suitable to the developmental level of the students and is evenly paced with a natural progression toward the development of proficiency.		
I.	Instructional materials are clear and concise with correct grammar and sentence structure in English and target language.		
J.	Text includes glossaries, bibliographies, indices, appendices, tables of contents, and are user-friendly.		
K.	Teacher's edition contains index, glossary of terms, and other aids for using texts.		

L. Teacher's and pupil's materials integrate with other content areas. ______________________

DOCUMENTATION FOR PART III:

TEXT MATERIAL EVALUATION
for Technology Components
(To Be Used in Conjunction with Content Evaluation Form)

DOCUMENTATION

Yes **No**

1. Guide is sturdily constructed.
2. Guide is organized for ease of use.
3. Information is detailed and gives full instructions.
4. Graphics are easy to follow.
5. Sources for help/customer service are provided.

PROGRAM

1. Program format is user-friendly.
2. Program is well paced and/or allows for teacher programming of information.
3. Material is in-depth and provides substantial instructional support to other components in this title.
4. Information is accurate and well-correlated to other text materials in this title.

HARDWARE REQUIREMENTS

1. What hardware is required to use this program effectively?
2. In your opinion, is this equipment easily purchased or is equipment highly specialized and difficult to obtain?

CONCLUSIONS:

Strengths:

Weaknesses:

Overall Rating (Excellent, Good, Fair, Poor). Comments:

chapter 42 *North Carolina Collaboratives*

Name: **SNCFLEA (Southcentral North Carolina Foreign Language Educators Alliance)**
Area: Southcentral counties of North Carolina
Contact: Dr. Fanny M. Argüello
Humanities Department, Fayetteville State University
Fayetteville, NC 28301-4298
Telephone: (910) 486-1861
E-Mail: Argüello@MIS1.FSUY. EDU

Name: **Cape Fear Foreign Language Collaborative**
Area: Southeast NC (New Hanover, Brunswick, Duplin, Onslow, and Columbus Counties)
Contacts: Agnes Illie (96-97), Dr. Jo Ann Mount
Telephone: (910) 962-3340, (910) 395-3340
Meeting: Saturday mornings, 4-5 times a year

Name: **Carolina Alliance**
Area: Orange, Durham, Chatham, Lee, and Alamance Counties
Contact: Ken Stewart, Chapel Hill High School
Telephone: (919) 929-2106, ext 5470

Name: **East Carolina Foreign Language Educators (ECFLEC)**
Area: Eastern North Carolina
Contact: Susana Castaño-Shultz
Telephone: (919) 328-6056
Meetings: 4-5 times during the academic year, Saturday 9:30 to 1:00 pm

Name: **Foreign Language Association of the Piedmont**
Area: Western Piedmont counties of North Carolina
Coordinator: Dr. Mary Lynn Redmond, Dept. of Education, Wake Forest University, Winston-Salem, NC 27109
Mrs. Jeannette Caviness, Mt. Tabor High School, 342 Petree Rd.
Winston-Salem, NC 27106
Telephone: (910) 759-5347
E-Mail: Redmond@wfu.edu
Meetings: 3-4 times during the academic year, Saturday 10 to noon.

Name: **Wake County Foreign Language Collaborative**
Area: Wake County
Contact: Susan Navey-Davis
Telephone: (919) 515-2475
Meetings: 7 times during academic year after school

Name: **Western North Carolina Foreign Language Collaborative**
Area: Buncombe, Haywood, Henderson, Jackson, and Madison Counties
Contact: Teresa Kennedy, A-B Tech and Mary Beth Hasskamp
Telephone: (704) 254-1921 ext. 338 and (704) 251-6275
Meetings: 2 meetings per year

International Firms in North Carolina - 1995

According to the Department of Commerce, North Carolina presently has 800 international firms located within the state. During 1993 and 1994, these companies invested more than $1.4 billion in North Carolina and announced plans to create more than 11,300 new jobs.

The following chart lists the countries and the number of firms located in North Carolina. This list is not a comprehensive list since some foreign-owned firms have requested that they not be included.

Australia	4	Liechtenstein	1
Austria	6	Malaysia	1
Belgium	8	Mexico	1
Brazil	1	Morocco	1
Canada	63	Netherlands	21
Czech Republic	1	New Zealand	1
Denmark	7	Norway	3
Finland	7	Pakistan	1
France	38	Panama	1
Germany	153	Poland	1
Greece	1	Portugal	2
Hong Kong	4	South Africa	2
India	1	Sweden	19
Ireland	3	Switzerland	62
Italy	38	Taiwan	6
Japan	137	Thailand	2
Korea	1	United Kingdom	145
Kuwait	1		

Total for all countries: 744

For copies of this publication, including names and addresses, contact your local library and request the *1995 International Firms Directory*, published by the NC Department of Commerce.

chapter 44 National Honor Societies

French Honor Society
Société Honoraire de Français
Steven Foster, Executive Secretary SHF
Department of Foreign Languages
Old Dominion University
Norfolk, VA 23508
(804) 683-3973

German Honor Society
Delta Epsilon Phi
AATG
112 Haddontowne Court, # 104
Cherry Hill, New Jersey 08034
609) 795-5553

Latin Honor Society
National Junior Classical League
Miami University
Oxford, OH 45056
(513) 529-7741

Spanish Honor Society
Sociedad Honoraria Hispanica
Mario Fierros, National Director
Glendale Community College
6000 West Olive Avenue
Glendale, AZ 85302
(602) 435-3727

259

Publishers Of Foreign Language Materials Catalog List

A

Academic Communication Associate
Publications Division, Dept 62
P.O. Box 586249
Oceandrive, CA 92058-6249
619-758-9593
Not Language Specific
Language Extension Materials (sequence tales, compare and explain, etc.)

Addison-Wesley Southeastern Region
1100 Ashwood Parkway
Suite 145
Atlanta, GA 30338
1-800-241-3532
Spanish, French, ESL
Big Books, Muzzy, K-6 Spanish Math Books, etc.

Addison-Wesley Publishers
P.O. Box 580
Don Mills, Ontario M3C 2T8, CANADA
French
Big Books

Adler's Foreign Books
915 Foster Street
Evanston, Illinois 60201
708-866-6329
French
General Literature Textbooks, Dictionaries

Albert Whitman and Company
6340 Oakton Street
Morton Grove, IL 60053-2723
1-800-255-7675
Spanish
Books

Albin Michel/Jeunesse Interforum
13, rue de la Glaciere
75013 Paris, France
No Phone No.
French
Children's Literature (Also available from Edition Champlain Limitee, see below)

Ambrose Video Publishing, Inc.
Department 1090C
1290 Avenue of the Americas
Suite 2245
New York, New York 10102-1010
1-800-526-4663
French, German, Spanish
Videos

American Forum for Global Education
45 John Street
Suite 1200
New York, New York 10038
212-732-8606
Professional Books

Amsco School Publications, Inc.
315 Hudson Street
New York, New York 10013
212-675-7005
French, German, Latin, Spanish
Texts, Workbooks, Readers

Annenberg/CPB Project
Intellimation P.O. Box 1922-AH
Santa Barbara, CA 93116-1922
1-800-532-7637
French, Spanish
Videos, French in Action, Destinos
Software, Audio Cassettes

Applause Learning Resources
85 A Fernwood Lane
Roslyn, NY 11576-1431
1-800-253-5351
French, Chinese, German, Italian
Japanese, Latin, Spanish, Russian
Posters, Readers, Games, Flashcards

Aquila Communications, Ltd.
Order Desk and Accounting
2946 Halpern Street
St. Laurent, Quebec H4S 1R2 , Canada
No Phone No.
French
French as a Second Language Books

Aquila Communications, Ltd
8354 Labarre
Montreal, Quebec H4P 2EP, Canada
514-738-7071
French
Readers, Cassettes

Athelstan
Post Office Box 8025
La Jolla, CA 92038-8025
619-552-9353
Not language specific
Guide to Courseware Authoring in ESL
and FL Instruction

Audio-Forum, The Language Source
96 Broad Street
Guilford, Connecticut 06437
1-800-243-1234
All Languages
Books, Games, Videos, Records, etc.

B

Bantam Books, Inc
666 Fifth Avenue
New York, New York 10103
1-800-223-6834
French, Spanish, Other Languages
Reference Books

Barnes & Noble
126 Fifth Avenue
New York, New York 10011
1-800-242-6657
French, German, Spanish
Reference Books

Barron's Publisher
Berward Hamel Spanish Books
10977 Santa Monica Blvd.
Los Angeles, CA 09925
212-S-P-A-N-I-S-H
Spanish

Basics Plus
97 Cresta Verde Drive
Rolling Hills Estates, CA 90274
213-325-7100
Spanish
Big Books

Bayard Presse
9709 Sotweed Drive
Potomac, MD 20854
301-299-5920
French
Books and Readers

Bilingual Educational Services, Inc. 2514 South Grand Avenue Los Angeles, CA 90007 213-749-6213	Spanish Books, Big Books, Masters, Filmstrips, Encyclopedia, etc.
Bonjour America Plattsburgh, NY (incomplete address) 1-800-330-9565	French Videos
Bolchazy-Carducci Publishers 1000 Brown Street Unit 101 Wauconda, IL 60084	Latin Books, Readers
Brigham Young University David Kennedy Center for International Studies Publication Services 280 HRCB Provo, Utah 84602	All Languages Culturgrams

C

Canadian Child 4629 Vantreight Drive Victoria, BC, V8N 3W8, Canada 604-477-2281	French Big Books, Cassette-Books, Library Books Content Books, Teaching Aids, AV Materials
Canadian Film Distribution Center Suny @ Plattsburgh Feinberg Library Rooms 124-128 Plattsburgh, NY 12901-2697 1-800-388-6784	French, English Films, Videos
CARLEX 1790 Livernois, Suite A-102 Post Office Box 081786 Rochester Hills, MI 48308-1786 1-800-526-3768	French, Spanish Teaching Aids, Mexican Play Money, etc.
Carroll Publishing Company Post Office Box 1200 Palo Alto, CA 94302 415-424-1400	ESL/Spanish Books, Math Kit
Centre Franco-Ontarien de Resources Pedagogiques 339, rue Wilbrod Ottawa, Ontario KIN 6M4, Canada No Phone No.	French Posters, Flags, Children's Literature, Readers, Games
Children's Press 5440 North Cumberland Avenue Chicago, Illinois 60656 1-800-621-1115	Spanish Books, Big Books

Claudia's Caravan
Multicultural/Multilingual Materials
Post Office Box 1582
Alameda, CA 94501
415-521-7871

Bilingual/Spanish
Books, Videos, Games, etc.

Clearvue/eav
6465 N. Avondale
Chicago, IL 60631-1909
1-800-CLEARVU

French, Latin, Spanish
Audio Visual Materials

CNDP-VPC
Diffusion B. P. 26
94 191 Villeneuve-Saint-Georges
FRANCE

French
Books, Cassettes, Computer Programs

Cole
Post Office Box 1717
Pasadena, TX 77501-1717
1-800-448-COLE

French, Spanish
Books, Games, Cassettes, Buttons, etc.

Continental Book Co.
80-00 Cooper Avenue, Bldg. #20
Glendale, NY 11385
718-326-0560

French, Spanish
Children's Literature, Dictionaries, etc.

Crane Publishing Co., Inc.
1301 Hamilton Avenue
Post Office Box 3713
Trenton, NJ 08629-0713
1-800-533-6279

Spanish
Children Literature

Critical Thinking Press and Software
P. O. Box 448
Pacific Grove, CA 93950
1-800-458-4849

Not Language Specific
Critical Thinking Activities

Cuisenaire Co. of America, Inc.
12 Church Street, Box D
New Rochelle, NY 10802
1-800-237-3142

Not Language Specific
Math and Science Manipulatives

Culture Clips, Inc.
P. O. Box 326
Eliot, ME 03903-0326
207-439-0050

French
Videos

D

Davidson & Associates, Inc.
Post Office Box 2961
Torrance, CA 90509
1-800-545-7677

French, Spanish
Computer Software

DDL Books, Inc.
6521 NW 87 Avenue
Miami, Florida 33166
1-800-635-4276

Spanish
Children's Literature

Delta Systems Co., Inc.
570 Rock Road Drive
Dundee, IL 60118
1-800-323-8270

French, German, Spanish, Latin & Others
Texts, Posters, Videos, Magazines, etc.

Disc. Inc
Post Office Box 23372
Charlotte, NC 28212
1-800-DISC INC

French, German, Spanish
Computer Software

DLM
Post Office Box 4000
One DLM Park
Allen, Texas 75002
1-800-527-4747

Spanish
Children's Literature

Double-D Books
1123 Spring Lane, Riverbirch Corner
Sanford, NC 27330
919-774-1880

French, German, Spanish
Books, Games, Puzzles, Cassettes, etc.

Dutton Children's Book
375 Hudson Street
New York, New York 10014-3657
1-800-631-3577

Spanish
Books

E

Easy Aids, Inc.
9402 1/2 Compton Blvd.
Bellflower, CA 90706-3309
213-925-8865

Not Language Specific
Duplicating Masters, Transparencies

Ecole des Loisirs
1411, rue Ampere
Boucherville, Quebec J4B 5WE, Canada
No Phone No.

French
Children's Literature

Editions Champlain, Ltee
468 Queen Street East
Toronto, Ontario M5A 1T7, Canada
416-364-4345

French
Readers, Big Books, and Many More

Educational Record and
Tape Distributors of America
Dept. S. 91, Post Office Box 408
Freeport, New York 11520-0408
1-800-833-8732

French, German, Spanish
Records and Tapes

EMC Publishing
300 York Avenue
St. Paul, Minnesota 55101
1-800-328-1452

French, German, Spanish and Others
Textbooks, Readers with Cassettes

F

FACSEA
972 Fifth Avenue
New York, New York 10021
212-439-1439

French
Feature Fims and Videos (Rental)

Ferndale Public Schools, c/o Lynn J. Haire 881 Pinecrest Ferndale, MI 48220 313-548-8600 Ext. 317	French, German, Spanish Curriculum Guides, Readers, Cassettes
Films Arobics, Inc. 9 Birmingham Place Vernon Hills, IL 60061 1-800-TEACH-IT 708-367-5667	French, Spanish Feature Films
Films for the Humanities and Sciences P. O. Box 2053 Princeton, NJ 08543-2053 1-800-257-5126	English, French, Spanish Films, Videos
Firefly Books, Ltd. 250 Sparks Avenue Willowdate, Ontario M2H 2S4, Canada 1-800-387-5085	French Children's Literature
Follett Library Book Company 4506 Northwest Highway Crystal Lake, Illinois 60014-7393 1-800-435-6170	All Languages Books
France TV Magazine, c/o Educational Services Public Broadcast Service 1320 Braddock Place Alexandria, VA 22314 1-800-424-7963 (UMBC)	French French News Videos
French & European Publications, Inc. 115 Fifth Avenue New York, New York 10003 212-673-7400	All Languages Dictionary Catalog
French Bookstore/La Librairie Francaise The French Victorian Business Mall 907 Frederick Street, Unit #6 Kitchener, Ontario N2B 2S4, Canada 519-749-1142	French Children's Literature, Readers
French, Spanish for Fun 4965 Hames Drive Concord, CA 94521	French, Spanish Realia, Cassettes, Children's Literature
G	
Gerard Hamon, Inc. Post Office Box 758 721 W. Boston Post Road Mamaroneck, New York 10543 1-800-333-4971	French Books

Gessler Publishing Co., Inc. 10 East Church Avenue Roanoke, VA 24011 1-800-456-5825	French, German, Spanish Books, Videos, Games, Cassettes, Software, etc.
Goethe Institut 400 Colony Square, Street Level Atlanta, GA 30361-2401 404-892-2226	German Audiomaterials

H

Hachette-Francais Langue Etrangère 58, rue Jean Bleuzeh 92178 Vannes, FRANCE	French Materials also available from the following publishers: Gessler, Ideal Foreign Language Books, French European Publications
Hampton-Brown Books Post Office Box 223220 Carmel, CA 93922 1-800-333-3510	Spanish, ESL, Bilingual Children's Literature
Harper Collins Children's Book 10 E. 53rd Street New York, New York 10022 212-207-7000	Latin Books
Hatier Publishing 3160 O Street, N.W. Washington, DC 20007 1-800-323-0443	French Textbooks, Readers, Audio-Visual Aids
Heinle & Heinle 20 Park Plaza Boston, MA 02116 1-800-237-0053	French, German, Italian, Spanish Texts, Videos, Software
Hispanic Books Distributors, Inc. 1665 West Grant Road Tucson, AZ 85745 1-800-634-2124	Spanish Children's Literature
Holt, Rinehart and Winston Harcourt Brace Jovanovich 1325 Oakbrook Drive, Suite E Norcross, GA 30093 1-800-241-3176	French, Spanish, ESL Textbooks
Houghton Mifflin 7055 Amviler Industrial Drive Atlanta, GA 30360 404-449-5881	French, German, Italian, Spanish Textbooks

I

Ideal Foreign Books, Inc.
132-10 Hillside Avenue
Richmond Hill, NY 11418
718-297-7477

French, Spanish
Books

Imported Books
Post Office Box 4414
Dallas, TX 75208
214-941-6497

All Languages
Teach Yourself Series, Books, Dictionaries

Incentives for Learning
111 Center Avenue, Suite 1
Pacheco, CA 94553
415-682-2428

Not language specific
Visual Recall Cards, Sequential Cards, Pegboards, Beads, Money Stamps, etc.

International Book Centre
P. O. Box 295
Troy, Michigan 48099
313-879-8436

French, German, Spanish, and other languages. Books, Videos, Cassettes

International Comics
Post Office Box 14118
Dinkytown Station
Minneapolis, MN 55414
1-800-926-4354

French, Spanish
Comics

International Kids Corporation
3300 Burnham Way
Kennesaw, GA 30144
800-926-8878

French, German, Spanish
Library Books

International Film Bureau, Inc.
332 S. Michigan Avenue
Chicago, IL 60604-4382
1-800-432-2241

French, Spanish, German, Others
Videocassettes

K

Kaplan School Supply
Post Office Box 609
Lewisville, NC 27123-0609
1-800-642-0610

Not Language Specific
Foam Numbers, Felt Stories, Plastic Foods, etc.

Kiosk Havilland
19223 De Havilland Drive
Saratoga, CA 95070
408-996-0667

French, German, Latin, Spanish
Games, Visuals, Realia, Books, etc.

Knowledge Unlimited
Box 52
Madison, WI 53701-0052
1-800-356-2303

Not language specific
Art Posters, Art Videos

L

La Version Française
4822 St. Elmo
Bethesda, MD 20814
No Phone Available

Formally Le Hit Parade
Modern CDs and Cassettes

Lakeshore Learning Materials
2695 E. Dominguez Street
Post Office Box 6261
Carson, CA 90749
1-800-421-5354

Not language specific
Manipulatives, Cards, Blocks, Games, Sorting Kits, Craft Items, Shapes, etc.

Langenscheidt Publishers, Inc.
46-35 54th Road
Maspeth, New York 11378
1-800-432-MAPS

French, German
Texts, Readers, Textbooks, Videos

Lectorum Publications, Inc.
137 West 14th Street
New York, New York 10011
1-800-345-5946

Spanish
Textbooks, Curriculum-Related Books

Lidec, Inc.
4350, avenue de l'Hotel de Ville
Montreal, Quebec H2W 2H5, Canada
514-843-5991

French
Comptines, Children's Literature, Textbooks

Lingo Fun, Inc.
Post Office Box 486
Westerville, OH 43081
614-882-8258

French, German, Italian, Japanese, Spanish, Russian
Computer Programs

Longman Publishing Group
95 Church Street
White Plains, New York 10601-1566
914-993-5000

French, German, Latin, Spanish
Basal Readers, Role-Play Practice, Cassettes, etc.

M

Macmillan Publishing Company
Aladdin Books
866 Third Avenue
New York, New York 10022
1-800-257-5755

Spanish
Books, Tapes

Magnetic Way Division of Creative Edge, Inc.
80 Pineview Drive
Amherst, New York 14228-2120
1-800-626-5052

Not Language Specific
Magnetized Board and Kits

Mariuccia Iaconi Book Imports, Inc.
1110 Mariposa
San Francisco, CA 94107
1-800-955-9577

Spanish
Books Ages 1-Adults, Records, Cassettes, Reference Books

Martin International
Post Office Box 19153
Asheville, NC 28815-0153
1-800-578-HOLA (4652)

Spanish
Quincentennial Materials, Recipe Books, Sweat Shirts, T-Shirts, Realia

McGraw-Hill
5925 Peachtree Industrial Blvd.
Chamblee, GA 30341
404- 451-6099

French, Spanish, Bilingual/ESL
Textbooks, Spanish Basal Reading Series

McGraw-Hill Attn: Video Subscriptions Dept. 55 Francisco Street, Suite 700 San Francisco, CA 94133 1-800-338-4814, ext. 99	French Videos
Midwest European Publications, Inc. 915 Foster Street Evanston, IL 60201 708-866-6262	French, German, Spanish Magazines
Milwaukee Public Schools Media Center Post Office Drawer 10K Milwaukee, WI 53201-8210	Spanish, French and German K-8 Curriculum Guides
Modern Curriculum Press 13900 Prospect Road Cleveland, OH 44136 1-800-321-3106	Spanish Big Books

N

National Dissemination Center (Bilingual Publications) 417 Rock Street Fall River, MA 02720 508-678-5696	French, Spanish and Other Languages Readers, Cassettes, Records, etc.
National Textbook Company 4255 W. Touhy Avenue Lincolnwood, Illinois 60646-1975 1-800-323-4900	French, German, Latin, Spanish, & Other Languages Texts, Readers, Games, Puzzles, Resources, Kits
Newbury House Publishers A Division of Harper & Row, Publishers 10 East 53rd Street, Suite 5D New York, New York 10022 No Phone Number	Not Language Specific Books on Second Language Acquisition
Niños 5959 Triumph Street Commerce, CA 90040-1688 1-800-634-3304	Spanish Children's Literature, Videos, Cassettes

O

Olivia and Hill Press 905 Olivia Avenue Ann Arbor, Michigan 48104 313-663-0235	French, German, Spanish Books, Cassettes

P

Penguin Books VSA 375 Hudson Street New York, New York 10014-3657 1-800-631-3577	Spanish Books

Perfection Form Company 1000 North Second Avenue Logan, Iowa 51546 1-800-831-4190	French, Spanish Language Posters, Charts
PICS 266 International Center The University of Iowa Iowa City, IA 52242 319-335-2335	French, German, Spanish Videos on Culture: Youth, Media, Civilization
Prentice-Hall, Inc., c/o Bill W. England 5412 Alpine Drive Raleigh, NC 27609 919-876-2423	Latin, Spanish Textbooks
Publications du Quebec C.P. 1005 Quebec, Quebec G1K 7B5, Canada 1-800-463-2100	French Books
Pyramid School Products 6510 North 54th Street Tampa, Florida 33610-1994 1-800-792-2644	Not Language Specific Manipulatives, Games, Magnetic Letters Numbers, Supplies, etc.

Q

Quebec c/o Richard Beach 133 Court Street, SUNY Plattsburgh Plattsburgh, New York 12901 518-564-2086	French Videos (Rentals)

R

REI America 6355 N.W. 36 Street Miami, FL 33166 800-726-5337	Spanish Amigos Series, Subject Area Textbooks, Supplementary Materials
Rigby: I. E. S. S., Inc. Post Office Box 432 Kernersville, NC 27284 919-996-3090	Spanish, English Big Books, Books

S

Santillana 901 West Walnut Street Compton, CA 90220 1-800-245-8584	Spanish Children's Literature, Big Books, Cards,
Schoenhof's Foreign Books 76 A Mount Auburn Street Cambridge, Massachusetts 02138 617-547-8855	All Languages
Scholastic Canada Ltd. 123 Newkirk Road Richmond Hill, Ontario L4C 3G5, Canada 1-800-268-3860 or 1-800-268-3848	French Big Books, Children's Literature, etc.

Scholastic Inc. Post Office Box 7502, 2931 East McCarty Street Jefferson City, MO 65102 1-800-325-6149	Spanish French Books, Magazines
Sing, Dance, Laugh and Eat Quiche 6945 Highway 14 East Jamesville, WI 53546 608-752-1112	French, Spanish Kits, Games, Cassettes, Realia, etc.
Sky Oaks Productions, Inc. Post Office Box 1102 Los Gatos, CA 95031 408-395-7600	French, German, Spanish TPR Materials, Graphics Book
SMC 520-D Enterprise Drive Westerville, Ohio 43081-8848 1-800-875-1550	Spanish Modern Music from Mexico, Spain, Puerto Rico and Central South America
Society for Visual Education, Inc. (SVE) 1345 Diversey Parkway Chicago, IL 60614 1-800-621-1900	Spanish Filmstrips
Spanish Teacher's Companion (The) P.O. Box 19153 Asheville, NC 28815-0153 1-800-578 HOLA	Spanish Magazine full of teacher-tested materials
Steck-Vaughn Co. Post Office Box 26015 Austin, TX 78755 1-800-531-5015	Spanish, Bilingual Children's Literature
Sundance Post Office Box 1326 Newton Road Littletown, MA 01460 1-800-343-8204	Spanish Readers

T

Teach Me Tapes, Inc. 10500 Bren Road East Minneapolis, MN 55343 1-800-456-4656	French, German, Spanish Song Cassettes with Books
Teacher's Discovery 11000 Wendale, Suite H Post Office Box 7048 Troy, MI 48007-7048 1-800-521-3897	French, German, Spanish Realia, Videos, Software, Books, Games, Plastic Food, etc.
Thinking Works Post Office Box 468 St. Augustine, FL 32085-0468 1-800-633-3742	Not Language Specific Attribute Blocks, Grouping Circles, etc.

The Troubadours Teachers P.O. Box 340966 Milwaukee, WI	French
TV Ontario Video, US Sales Office 143 West Franklin Street, Suite 206 Chapel Hill, NC 27516 1-800-331-9566	French Telefrancais and Parlez-moi Video Programs

U

University Press of America, Inc. 4720-A Boston Way Lanham, MD 20706 301-459-3366	French, German, Latin, Spanish Books

V

Vedette Visuals 4520 58th Avenue W. Tacoma, WA 98466 206-564-4960	French, Spanish Videos
Via Music Post Office Box 42091 Brook Park, OH 44142 216-529-8049	Spanish Video and Audio Cassettes Dealing with Verb Tenses
Viking Penguin Books 375 Hudson Street New York, New York 10014-3657 1-800-631-3577	Spanish Books

W

Watts, Franklin, Inc. 387 Park Avenue, South New York, New York 10016 1-800-672-6672	Spanish Books
Western Continental Book, Inc. 625 E. 70th Avenue, #5 Denver, CO 80229 303-289-1761	French Books, Readers, Games, Magazines, Textbooks
Weston Walch, Publisher 321 Valley Street, Post Office Box 658 Portland, Maine 04104-0658 1-800-341-6094	French, Latin, Spanish Books, Masters, Skits, Software
Wible Language Institute, Inc. 24 South 8th Street, P. O. Box 870 Allentown, PA 18105 No Phone Number	French, German, Latin, Spanish Transparencies, Cassettes, Software, Slides, Videos
World Press 135 W. 29 Street New York, New York 10001 212-695-8787	French, German, Latin, Spanish Buttons, Stationery Pads, Stickers, Street Signs

World of Reading Ltd. Post Office Box 13092 Atlanta, GA 30324-0092 404-233-4042	French, German, Spanish & Others Children's Books, Games
World Video Post Office Box 30469 Knoxville, TN 37930-0469 615-691-9827	Spanish Videos
Wright Group 10949 Technology Place San Diego, CA 92127 1-800-523-2371	Spanish Big Books (Sunshine series in Spanish)

chapter 46

Useful Internet Addresses

I. French

American Association of Teachers of French
http://www.utsa.edu/aatf

Alliance Française
http://fmc.utm.edu/~rpeckham/ALLIANCE.HTM

Arte (channel 7, tv European channel)
http://www.lasept-arte.fr/

Aux Vins de France
http://www.mworld.fr:80/avf/

Ballade en Corse
http://www.suptel.fr/media/corsica/Corsica.htm

City Net Countries: Algeria
http://www.city.net/countries/algeria/

Electronic Phone Book (Minitel)
http://www.epita.fr:5000/11

French Embassy - News
http://www.france.diplomatie.fr/acual/index.html

Francophone Lessons
http://cda.mrs.umn.edu/~francais/Welcome.html

Francophone Music Links
http://mars.utm.edu/~davagatw/french/topics/music.html

Jacques Brel Homepage
http://www.geocities.com/Paris/1987/

Global Village French Quarter
http://www.urich.edu/~jpaulsen/gvfrench.html

La France (interactive map divisible into regional maps)
http:web.urec.fr/france/france.html

La Francophonie Africaine
http://web.cnam.fr/fr/afrique.html

Le coin des francophones et autres grenouilles
http://instruct1.cit.cornell.edu/~agl1/grenouille/Welcome.html

Le Sénat
http://www.senat.fr/

Les Champs-Elysées Virtuels
http://www.iway.fr//champs_elysees/index.html

Louis Aragon (biography)
http://www.lm.com/~kalin/aragon.html

Louvre
http://www.louvre.fr

Learn about travel on the Paris métro
http://www.paris.org.:80/Metro/

Ministère des Affaires Etrangères
http://www.france.diplomatie.fr

Mode d'emploi du téléphone
http://titus.u-strasbg.fr/~gael/test7.html

Musées et Salles de Spectacles a Paris
http://www.ircam.fr/divers/spectacles.html

Office National du film du Canada
http://www.onf.ca/

Paris:Monuments and Museums Map
http://www.paris.org/Maps/MM/MMF.html

Pariscope (entertainment in Paris)
http://pariscope.fr/

Pays d'Afrique et DOM/TOM
http://www.rio.net/rio/

Résumés des Films
http://www.cnam.fr/fr/cine-resume.html

Saint Pierre et Miquelon
http://www.io.org/~socrates/

Sénégal
http://www/orstom.fr/rio/senegal/html 275

Shopping Spree at La Redoute
http://www.redoute.fr/

Télévision Française
http://www.sv.vtcom.fr/ftv/index.html

The Virtual Baguette (variable theme magazine in French)
http://www.mmania.com/vb/html/french/index.htm

Tocqueville Connection (French news and analysis)
http://www.AdeTocqueville.com/

Visite guidée des chateaux de la Loire
http://web.univ-orleans.fr/chateaux/

Volterre-France
http://www.wfi.fr

Weather today at Météo France
http://www.meteo.fr/

II. German

Deutshe Welle
http://www.dwelle.de/

Germany
http://www.webfoot.com/travel/guides/germany/germany.html?yahoo

German Instruction with Sound
http://www.travlang.com/languages/cgi-
bin/langchoice.cgi?page=main&lang1+english&lang2+german

Map of Germany
http://www.leo.org/demap/

Spiegel Magazine Online
http://www.spiegel.de

Stern Magazine
http://www.stern.de/

III. Japanese

Information about Japan
http://sunsite.sut.ac.jp/asia/japan/jpn.html

Japan Sightseeing Guides (25 cities)
http://www.twics.com/~robbs/sightsee.html

Japan's Cities and Regions
http:www.bogo.co.uk/wheatley/japan/citys.html

japanese Railway-Related Information
http://www.rtri.or.jp/japanrail/JapanRail_E.html

Japanese Ministry of Posts and Telecommunications
http://www.mpt.go.jp/

Kyodo News Web
http://www.kyodo.co.jp/

Learning Japanese Language and Culture
http://www.ed.uiuc.edu/EdPsy-387/Kazumi-Ohira/Japan.html

Link to Local Government in Japan
http://www.ari.co.jp/pref_hp.html

List of Government Agencies
http://www.kantei.go.jp/foreign/server-e.html

National Clearinghouse of US-Japan Studies
http://www.indiana.edu/~japan/

National Telephone and Telegraph
http://www.ntt.co.jp

Tokyo Food Page (in English)
http://www.twics.com/~robbs/tokyofood.html

Traveler's Japanese with Voice
http://www.ntt.co.jp/japan/japanese/

TV Net Japan Home
http://www.inter.co.jp/TVNET-JAPAN/

WWW Virtual Library in Japan
http://www-student.ulis.ac.jp/html/virtual-library/

http://fmc.utm.edu/~rpeckham/JAPAN.HTM

IV. Latin

Allen and Greenough's New Latin Grammar Online
http://ccat.sas.upenn.edu/jod/AG/allgre.contents.html

Library of Congress Greek and Latin Classics Internet Resources
http://lcweb.loc.gov/global/classics/claslink.html

The Cicero Homepage
http://www.dla.utexas.edu/depts/classics/documents/Cic.html

Cursus Vivae Latinitatis
http://www.urich.edu/~wstevens/latviv.htm

Grammatica Latina
http://osman.classics.washington.edu:80/libellus/aides/allgre/

New Site for Latin Teachers
http://pen.k12.va.us/~mkeith/Forum.shtml

Senneca, Phaedra
http://www.ensta.fr/~bui/litterature/seneque.html

Southern Durham (NC) Homepage
http://206.211.90.4
http://www.southern.durham.k12.nc.us/Latin8.htm

The Vergil Project
http://ccat.sas.upenn.edu/~joef/courses/project.html

Vergil's Home Page
http://ccat.sas.upenn.edu/~joef/vergil/home.html

V. Spanish

ABC from Spain (News from Spain)
http://www.abc.es/

Arte en Mexico
http://mexico.udg.mx/Arte/Arte.html

Eduardo's Fles Page
http://www.public.iastate.edu/~egarcia/fles.html

Hoy (a daily of Quito, Ecuador)
http://www.ecnet.ec/

Indice de Canciones (scores of song lyrics)
http://hubcap.clemson.edu/~fromero/canciones/canciones.html

Leyendas (Mexico)
http://mexico.udg.mx/Tradiciones/Leyendas/Leyendas.html

Mundo Latino (Source of daily information)
http://www.mundolatino.org/perilat.htm

Noticias de Casa y Gophernews(several Spanish newspapers)
http://ctrhp3.unican.es/Noticias.html

Recetas Favoritas de España
http://www.xmission.com/~dderhak/recetas.html

Site for teachers interested in Latin America and the Caribbean
http://ladb.unm.edu/www/retanet

Spain and Spanish on the Net (by the GIAS group)
http://gias720.dis.ulpgc.es/spain.html

Spain Uncovered
http://ibgwww.colorado.edu/~gayan/spain.html

La Vanguardia (News from Barcelona)
http://www2.vanguardia.es/

VII. Miscellaneous

City Net Countries and Territories
http://www.city.net/countries/

National Foreign Language Resource Center
http://www.lll.hawaii.edu/nflrc

This list was created and verified on December 2, 1996 from a series of lists by:

Robert D. Peckham
Editor Société François Villon
130 Laura Street
Martin, TN 38237

Travel Opportunities

The Council on Standards for International Educational Travel publishes an advisory list of international travel and exchange programs. The publication costs $ 8.50 and can be purchased at the following address:

CSIET
3 Loundoun Street, S.E.
Leesburg, VA 20175
(703) 771-2040

American Council for International Studies (ACIS)
19 Bay State Road
Boston, MA 02215
(800) 222-6379

Campanian Society, Inc
Box 167
Oxford, Ohio 45056
(513) 524-4846
Specializes in organizing all aspects of the trip to classsical sites in Campania, and Rome.

Cultural Heritage Alliance (CHA)
107-115 South Second Street
Philadelphia, PA 19106
(800) 323-4466
(215) 923-7060

EF Educational Tours
1 Memorial Drive, Suite 9
Cambridge, MA 02142
(800) 637-8222

NRCSA Programs
P.O.Box 1393
Milwaukee, WI 53201
(414) 278-0631

Vistas in Education
1422 West Lake Street
Minneapolis, MN 55408-9905
(800) 343-4690

chapter 48

Exchange and Study Abroad Programs

The Council on Standards for International Educational Travel publishes an advisory list of international travel and exchange programs. The publication costs $ 8.50 and can be purchased at the following address:

CSIET
3 Loundoun Street, S.E.
Leesburg, VA 20175
(703) 771-2040

I. Exchange Programs for Students
ASSE International Student Exchange Programs (ASSE)
228 North Coast Highway
Laguna Beach, California 92651
(800) 333-3802

AYUSA International
One Post Street, 7th Floor
San Francisco, CA 94104
(800) 727-4540

Amity Institute
10671 Roselle Street, Suite 101
San Diego, California 92121-1515
(619) 455-6364
Provides intern teaching assistants only.

Council on International Educational Exchange (CIEE)
205 East 42nd Street
New York, NY 10017
(212) 661-1414, ext. 1209

Congress-Bundestag Youth Exchange Program
3501 Newark St., NW
Washington, DC 20016-3199
((800) TEENAGE
A scholarship exchange program for American and German high school students.

Educational Resource Development Trust (ERDT)
475 Washington Boulevard, Suite 220
Marinal del Rey, CA 90292-5287
(800) 321-ERDT
NC toll free number: (800) 532-9592

Experiment Intercambio 66
C/Fernandez de los Rios, 80
88015 Madrid, Spain
31-1-549-33-68
Homestay in Spanish families

Nacel Cultural Exchanges
Board of Trade Building #528
301 W. First St.
Duluth, MN 55802
(218) 727-8202

School Partnerships, International
NASSP
1904 Association Drive
Reston, VA 22091
(703) 860-0200
Coordinates student exchange programs between schools in the US and other countries.

School Year Abroad
Phillips Academy
Andover, Massachusetts 01810
(508) 749-4420
A high school year in Spain or France.

Transatlantic Alliance Exchange Program
P.O. Box 2248
Huntersville, NC 28078
(704) 948-0790
Provides French intern teaching assistants.

World Experience
Teenage Student Exchange
2440 S. Hacienda Blvd., Suite 116
Hacienda Heights, CA 91745
(818) 330-5719
(800) 633-6653

World Learning
Kipling Road
P.O. Box 676
Brattleboro, Vermont 05301
(802) 257-7751
(800) 448-9944

Youth For Understanding International Exchange
3501 Newark St., NW
Washington, DC 20016-3199
(800) TEENAGE

Exchange Japan
P.O. Box 1166
Ann Arbor, MI 48106-1166
(313)665-1820
For American high school students and college students of Japanese

II. Exchange Programs for Teachers

Amity Exchange Teacher Program
Amity Institute
10671 Roselle Street, Suite 101
San Diego, California 92121-1515
(619) 455-6364

Council on International Educational Exchange (CIEE)
Professional and Continuing Education Programs
205 East 42nd Street
New York, NY 10017
(212) 661-1414, ext. 1209

Fulbright Teacher Exchange Program
Attention: FCS
600 Maryland Avenue, SW
Room 140
Washington, DC 20024-2520
(800) 726-0479

Exchange Japan
P.O. Box 1166
Ann Arbor, MI 48106-1166
(313)665-1820
For both native and non-native speakers of Japanese

JET (Japan Exchange and Teaching) Program
Japan Information Center
100 Colony Square, Ste. 2000
Atlanta, GA 30361
(404) 892-5067

III. Study Abroad Programs

Ecole France Langue
Etablisssement libre d' enseignement superieur
2, rue de Sfax
75116 Paris
(1) 45-00-40-15
Intensive courses in French

Centre Linguistique de Jonquière
Collège de Jonquière
2505, rue Saint-Hubert
Jonquière, Québec G7X 7W2
(418) 542-0352
French study

Foreign Language Study Abroad Service
Suite # 201
5935 S W 64th Avenue
South Miami, FL 33143
(305) 662-1090
(212) 662-1090

National Registration Center for Study Abroad (NRCA)
PO Box 1393
Milwaukee, WI 53201
(414) 278-0631

The Independent Study in the Humanities (ISH)
Council for Basic Education
PO Box 135
Ashton, Maryland 20861
Awards fellowships for six weeks of self-directed, independent study in the humanities to K-12 teachers, librarians, and principals. A team of two teachers may apply.

chapter 49

Language and Multimedia Labs

ACSI, Advanced Communication Systems, Inc.
Jim Walton, Regional Sales Manager
P.O. Box 328
7525 Broad River Road
Irmo, S.C. 29063
803-781-1202 or 1-800-526-6907

Educational Media, Inc.
3712 E. Second Street
Edmond, Oklahoma 73034
1-800-654-8428

Sony International Learning Systems, Inc.
221 E. Market, Suite 36
Iowa City, Iowa 52245
1-800-344-1201

P/H Electronics, Inc.
Educational Systems
117 E. Helena Street
Dayton, Ohio 45404
1-800-336-2219

The Highsmith Co., Inc.
W5527 Highway 106
P.O. Box 800
Fort Atkinson, WI 53538-0800
1-800-558-2110

Fleetwood
P.O. Box 1259
Holland, Michigan 49422-1259
1-800-257-6390

Tandberg Educational
1 Labriola Court
Armonk, NY 10504
1-800-367-1137

ASC Direct
5855-A Oakbrook Parkway
Norcross, GA 30093
770-246-0957
Contact: Ben Creed at 1-800-552-9979

Stevens Learning Systems, Inc.
3731 Northcrest Rd.
Suite 26
Atlanta, GA 30340
404-457-9375

Califone International, Inc.
21300 Superior Street
Chatsworth, CA 91311
(800) 722-0500

chapter 50 *Foreign Language Software Resources*

I. CD ROMS

Goldilocks and the Three Bears
Allows a child to follow the dialogue of the story and to accompany Goldilocks on her adventure.
Playing with Language Series
Syracuse Language Systems, Inc.
719 Genesee Street
Syracuse, NY 13210
(315) 478-6729

HyperGlot's Learn to Speak Series
Provides lessons on series of topics related to visiting and getting around in a foreign country.
Athelstan Publications
P.O. Box 8025
La Jolla, CA 92038-8025
(619) 689-1757

HyperGlot Software Co.
Learn to Speak Spanish
Think and Talk Spanish
Pronunciation Tutor Spanish
HyperGlot Software Co.
P.O. Box 10746
5108-D Kingston Pike
Knoxville, TN 37939-0746

Encuentros a lo vivo
Pris sur le vif
Allows students to explore a variety of conversations, narratives, and reading designed for levels one and two of Spanish and French. Integrates, video clips, graphics, text, audio and photos.
Scott, Foresman and Company
1900 East Lake Avenue
Glenview, IL 60025-9969

Introductory Games in Spanish
Teaches concepts and vocabulary for concepts in Spanish. Three menus from which to choose different games that require different types of responses.
Spanish
Syracuse Language Systems, Inc.
719 Genesee Street
Syracuse, NY 13210
or

Gessler Educational Software
55 W. 13th Street
New York, NY 10011

Who is Oscar Lake?
Spanish and French
Mystery involving students in a series of choices as program unfolds. Includes video clips, graphics.
World of Reading
P.O. Box 13092
Atlanta, GA 30324-0092

Learning Lab Software
Let's Visit Spain
Let's Visit Mexico
Let's Visit South America
Spanish Tutor
Learn to Speak Spanish
Learning Lab Software
20301 Ventura Blvd.
Suite 214
Woodlands Hills, CA 91364-2447
(800) 899-3475

Playing with Languages Series
Introductory Games (French, Spanish, German, Japanese)
Goldilocks and the Three Bears (Spanish, French)
Provides practice screens, clear audio of native speakers, and multiple skill levels.
Syracuse Language Systems, Inc.
719 Genesee Street
Syracuse, NY 13210
or
Gessler Educational Software
55 W. 13th Street
New York, NY 10011

TriplePlay Plus! (This part of the Playing with Language Series)
French
This CD-ROM program presents over 1,000 words and phrases, completely in French, via a series of interactive games. The program offers three game modes, six subject area, adn the three game levels. The player can select from nearly 100 individual games, most of which are designed for one player but some can be for two or more.
Syracuse Language Systems
719 East Genese Street
Syracuse, NY 134210
(800) 688-1937

Puzzle Power
Makes crossword puzzles, word searches, cryptograms, kriss kross puzzles.
Centron Software Technologies
No address

Rosetta Stone
French, German, English
92 lessons starting with introduction of simple vocabulary words and progressing to complex phrases. Focuses on the recognition of script and listening comprehension materials associated with photographic still images.
Fairfield Language Technologies
122 South Main Street
Suite 400
Harrisonburg, VA 22801
(800) 788-0822

Maya Quest
Explores the jungles of Mexico and Central America for clues to the collapse of the ancient Maya civilization.
World of Reading, Ltd
PO Box 13092
Atlanta, GA 30324-0092
(800) 729-3703

All in One
Teaches vocabulary through a series of 27 games, including Bingo, Jigsaw Puzzles, Concentration, Simon Says and others. No reading and writing necessary to play the games. Audio of native speaker's voices.
Spanish, French, German
Teacher's Discovery
2741 Paldan Drive
Auburn Hills, MI 48326
(800) TEACHER

II. AUTHORING SYSTEMS

Dasher
Enables teachers of foreign languages to write language lessons (story exercises, transformations, substitutions, T or F, sentence combining, fill-in the blanks, etc.)
The Univerity of Iowa
CONDUIT
Oakdale Campus
Iowa City, IA 52242

WinCALIS Authoring System
Duke University
Humanities Computing Facility
104 Languages Bldg.
Duke University
Durham, NC 27706

III. MULTIMEDIA

Kid Pix
Incorporates sound and pictures-scanned, quick cam, from a CD.
Boderbund Co.
P.O. Box 12947
San Rafael, CA 94913-2947
(800) 527-6263

HyperStudio
Authoring program allowing users to create multimedia presentations.
Roger Wagner Publishing, Inc.
1050 Pioneer Way
Suite P
El Cajon, CA 92020
(619) 442-0522

IV. SOFTWARE

Claris Works en Español
Includes word processing with built-in clip art libraries. Has dictionary available in addition to extensive painting and drawing features, database and spreadsheet.

Atajo/Spanish
Quelle/German
Système D
Gives access to bilingual dictionary, verb conjugator, grammatical index, vocabulary index, and phrase index.
Heinle & Heinle
20 Park Plaza
Boston, MA 02116
(800) 237-0053

¿Cómo se llama?/A Juste Titre
Fosters skimming by getting students to identify the topics of texts from as few words as possible.
Spanish, French
Athelstan
2476 Bolsover, # 464
Houston, TX 77005
(800)598-523-6543

In the French Body
In the German Body
Software/videodisc package
Encourages the analysis of structure of conversation on multiple levels. Students practice the verbal and nonverbal parts of the interactions.
G1/032 LL Healy Library
University of Massachusetts
Boston, MA 02125-3393
(617) 287-5989
(800) 528-7398

Latin Skills I and II
Offers practice in inflecting and recognizing the stems, tense and mood suffixes, and personal endings of Latin verbs and the declensional endings of nouns and adjectives.
Latin
Falcon Software, Inc.
P.O. Box 200
Wentworth, NH 03282
(603) 764-5788

Picture It!
Presents a written translation of a given word along with a digitally edited audio pronunciation of the word by native speakers.
Spanish, French, German, Italian, Japanese
Penton Overseas, Inc.
2091 Las Palmas Drive
Suite A
Carlsbad, CA 92009-1519
(800) 748-5804

Transparent Language
Reading program aimed at helping readers improve their reading skills in the TL. Presents text, usually literary in nature, short stories, or excerpts for larger works and offers translations and commentary on whatever segment the reader chooses to highlight.
French, German, Italian, Latin, Spanish
Transparent Language, Inc.
9 Ash Street
P.O. Box 575
Hollis, NH 03049
(800) 752-1767

¿Qué pone?/Mot pour mot
Provides practice of grammar, vocabulary, cohesion, and spelling
Spanish, French
Athelstan
2476 Bolsover, # 464
Houston, TX 77005
(800) 598-523-6543

¿Qué corresponde?/Autrement dit
Allows students to match pairs of different kinds (vocabulary items, idioms, sentence halves, questions and answers.)
Spanish, French
Athelstan
2476 Bolsover, # 464
Houston, TX 77005
(800) 598-523-6543

Where in the World (in Europe) is Carmen Sandiego?
Broderbund
P.O. Box 12947
San Rafael, CA 94913-2947
(800) 527-6263

chapter

51

Miscellaneous Addresses

ACTFL

ACTFL Material Center
6 Executive Boulevard
Yonkers, NY 10701-6801
(914) 963-8830

Language Camps
Concordia Language Villages
Moorehead, MN 56562
(800) 222-4750
2 weeks total immersion summer camps for students in Spanish, Russian, French, German, Japanese, Chinese, Finnish, Swedish, Norwegian.

Library

North Carolina Foreign Language Center
300 Maiden Lane
Fayetteville, NC 28301-5000
(910) 483-5022
Materials can be requested from any library in NC.

Translation Services

Directory of 154 translators across NC ($5.00)
CATI (Carolina Association of Translators and Interpreters)
P.O. Box 482
Cary, NC 27512-0482
(919) 851-9281

I. Chinese

Embassies

Embassy of the People's Republic of China
2300 Connecticut Avenue, NW
Washington, DC 20008
(202) 328-2500

Others

Asian/Pacific Studies Institute
Duke University
2111 Campus Drive, Box 90411
Durham, NC 27708-0411
(919) 684-2604

II. French

Embassies

Embassy of Belgium
3330 Garfield Street, NW
Washington, DC 20008
(202) 333-6900

Embassy of the Republic of Cameroon
2349 Massachusetts Avenue
Washington, DC 20008
(202) 265-8790

Embassy of Canada
501 Pennsylvania Avenue, NW
Washington, DC 20001
(202) 682-1740

Embassy of the Republic of Chad
2002 R Street, NW
Washington, DC 20009
(202) 462-4009

Embassy of the Republic of the Côte d'Ivoire
2424 Massachusetts Avenue
Washington, DC 20008
(202) 797-0300

Embassy of France
4101 Reservoir Road, NW
Washington, DC 20008
(202) 944-6000

Embassy of Guyana
2490 Tracy Place, NW
Washington, DC 20008
(202) 265-6900

Embassy of the Gabonese Republic
2233 Wisconsin Avenue, NW
Washington, DC 20007
(202) 797-1000

Embassy of the Republic of Haiti
2311 Massachusetts Avenue, NW
Washington, DC 20008
(202) 332-4090

Embassy of Luxembourg
2200 Massachusetts Avenue, NW
Washington, DC 20008
(202) 265-4171

Embassy of Switzerland
2900 Cathedral Avenue, NW
Washington, DC 20008
(202) 745-7900

Embassy of Senegal
2112 Wyoming Avenue, NW
Washington, DC 20008
(202) 745-7900

Embassy of Tunisia
1515 Massachusetts Avenue, NW
Washington, DC 20005
(202) 862-1850

Tourism Listings

Louisiana Office of Tourism
P.O. Box 94291, Department 5274
Baton Rouge, LA 70804-9291
(504) 342-8147 or (800) 947-7924

Belgian Tourist Board
780 Third Ave., Suite 1501
New York, NY 11375
(212) 758-8130

Canada, Québec
Tourisme Québec
1010, Ste. Catherine W., Suite 430
Montréal, PQ H3B 1G2
(800) 363- 7777, operator 001

French Government Tourist Office
610 Fifth Ave.
New York, NY 10020
(212) 586-1949

French West Indies, Guadeloupe, Martinique, St. Barts, and St. Martin
French West Indies Tourist Board
610 Fifth Avenue, Suite 516
New York, NY 10020-2452
(900) 990-0040

Swiss national Tourist Office
608 Fifth Ave.
New York, NY 10020
(212) 757-5944

Tahiti Tourism Board
300 N. Continental Blvd., Suite 180
El Segundo, CA 90245
(310) 414-8484

E-Mail Projects in France

Consulat General de France
Bureau de Coopération Linguistique et Educative
540 Bush Street
San Francisco, CA 94108
FAX: (415) 397-7843
Specify that you want to correspond via the Internet.

III. German

Embassies

Embassy of Austria
3524 International Court, NW
Washington, DC 20008-3035
(202) 895-6700

Embassy of the Federal Republic of Germany
4645 Reservoir Road, NW
Washington, DC 20007
(202) 298-4000

Embassy of Switzerland
2900 Cathedral Avenue, NW
Washington, DC 20008
(202) 745-7900

Tourism Listings

German National Tourist Office
122 E. 42nd St., 52nd Floor
New York, NY 10168
(212) 661-7200

Swiss national Tourist Office
608 Fifth Ave.
New York, NY 10020
(212) 757-5944

Others

German Information Center
950 Third Avenue
New York, NY 10022-2781

Goethe Institut Atlanta
Dr. Christa Merkes-Frei
Colony Square, Plaza Level
1197 Peachtree Street, NE
Atlanta, GA 30361
(404) 892-2388

GACC (German American Chamber of Commerce)
Educational Services
40 W. 57th Street
New York, NY 10010

IV. Japanese

Embassy

Embassy of Japan
2520 Massachusetts Avenue, NW
Washington, DC 20008
(202) 939-6700

Others

Asian/Pacific Studies Institute
Duke University
2111 Campus Drive, Box 90411
Durham, NC 27708-0411
(919) 684-2604

NC Japan Center
Box 8112, NCSU
Raleigh, NC 27695-8112
FAX: (919) 515-3686

Japan Information and Culture Center
Embassy of Japan
1155 21st Street, NW
Washington, DC 20036
(202) 939-6900

Exchange Japan
P.O. Box 1166
Ann Arbor, MI 48106
(313) 665-1820

The Japan Foundation Language Center
The Water Garden, Suite 650 E
2425 Olympic Blvd.
Santa Monica, CA 90404-4034
(310) 449-0027

Consulate General of Japan
Suite 2000, 100 Colony Square
1175 Peachtree Street, NE
Atlanta, GA 30361
(404) 892-2700
Japan-related sources in the US Southeast

Japan-America Society of Charlotte
Office of International Programs
University of North Carolina
Charlotte, NC 28223
(704) 547-2727
Books available

Music from Japan Resource Center
7 E. 20th Street, #6F
New York, NY 10003-1106
(212) 674-4587

V. Russian

Embassy

Embassy of the Russian Federation
1125 16th Street, NW
Washington, DC 20036
(202) 298-5700

VI. Spanish

Embassies

Embassy of the Argentine Republic
1600 New Hampshire Avenue, NW
Washington, DC 20009
(202) 939-6400

Embassy of Bolivia
3014 Massachusetts Avenue, NW
Washington, DC 20008
(202) 483-4410

Embassy of Chile
1732 Massachusetts Avenue, NW
Washington, DC 20036
(202) 785-1746

Embassy of Colombia
1825 Connecticut Avenue, Suite 218
Washington, DC 20009
(202) 332-7573

Embassy of Costa Rica
2114 S. Street, NW
Washington, DC 20008
(202) 234-2945

Embassy of the Dominican Republic
1715 22nd Street, NW
Washington, DC 20008
(202) 332-6280

Embassy of Ecuador
2435 15th Street, NW
Washington, DC 20009
(202) 234-7200

Embassy of El Salvador
2308 California Street, NW
Washington, DC 20008
(202) 265-9671

Embassy of Guatemala
2220 R Street, NW
Washington, DC 20008
(202) 745-4952

Embassy of Honduras
3007 Tilden Street, NW
Washington, DC 20008
(202) 966-7702

Embassy of Mexico
1911 Pennsylvania Avenue, NW
Washington, DC 20006
(202) 728-1600

Embassy of Nicaragua
1627 New Hampshire Avenue, NW
Washington, DC 20008
(202) 939-6570

Embassy of Panama
2862 McGill Terrace, NW
Washington, DC 20008
(202) 483-1407

Embassy of Paraguay
2400 Massachusetts Avenue, NW
Washington, DC 20008
(202) 483-6960

Embassy of Peru
1700 Massachusetts Avenue, NW
Washington, DC 20008
(202) 833-9860

Embassy of Spain
2375 Pennsylvania Avenue
Washington, DC 20037
(202) 265-0190

Embassy of Uruguay
1918 F Street, NW
Washington, DC 20006
(202) 331-1313

Embassy of the Republic of Venezuela
1099 30th Street, NW
Washington, DC 20007
(202) 342-2214

Tourism Listings

Corporación Nacional de Turismo (CNT)
Calle 28, No. 13 A-15, 16 Piso
Bogotá, Colombia
283-9466

Costa Rica
Instituto Costarricense de Turismo
4th Avenue, Between 5th and 7th St.
San Jose 777-1000
Costa Rica
(506) 223-94-29 or 233-06-64

Dominican Republic Tourist Office
2355 Salzedo St., Suite 307
Coral Gables, FL 33134
(305) 444- 4592

Mexican Government Tourism Office
405 Park Ave., Suite 1401
New York, NY 10022
(212) 838-2949

Mexico, the Colonial Cities of Mexico
Colonial Cities of Mexico
c/o Robles Communications
24 E. 21st. St.
New York, NY 10010
(212) 260-7100

Mexico, Mazatlán
Mazatlán Tourism Trust
Avenida Camaron Sabalo No. 333
Centro Comercial Las Palmas No. 41
82000 Mazatlán, Sinaloa
(52) 69-16-15-44 or 69-14-19-55

Tourist Office of Spain
665 Fifth Ave.
New York, NY 10022
(212) 759-8822

Venezuela Tourism Association
P.O. Box 3010
Sausalito, CA 94966
(415) 331-0100 or (800) 331-0100

Univisión TV Guide

Univisión
605 Third Avenue
New York, NY 10158-0180
Attn: Olivia Lanza (212) 455-5312

Definitions of Foreign Language Terms

Glossary

ACTFL: the American Council on the Teaching of Foreign Languages.

Acquisition/Learning: "acquisition of a second language" refers to the natural way one acquires a first language through meaningful communication whereas learning a second language implies the formal study of a language including grammatical rules

Advance organizer: a visual, title, graph or question which present a structure for the new material by relating it to the learner's existing knowledge.

Alternative assessment: an assessment which allows students to demonstrate what they can do with the language in a meaningful context. Some examples are: portfolios, demonstrations, learning logs and journals.

Articulation: the seamless transition from one level to the next.

Assessment: the collection and organization of data on student progress in achieving set objectives.

Authentic assessment: a form of performance assessment structured around a real-life problem or situation (Florida Curriculum).

Authentic materials: books, tapes, videos, games, magazines, etc. produced for use by native speakers of the language.

Cinquain: short poem consisting of five lines arranged in the following structure: line 1 states a subject in one word, line 2 describes the subject in two words, line 3 describes an action about the subject in three words, line 4 expresses an emotion about the subject in four words, line 5 restates the subject in another single word.

Cloze paragraph: paragraph in which one word is replaced with a blank at a specified interval, such as every fifth word. Students read the passage and fill in the missing words either orally or in writing. Rules vary as to whether a synonym is an acceptable replacement or if it must be the exact word. The cloze paragraph is a test of reading comprehension.

Communicative competence: ability to function in a communicative setting - that is to produce and understand what is appropriate to say, how it should be said, and when it should be said.

Content-based program: a foreign language teaching approach in which one or more subject content from the regular school curriculum are taught in the foreign language.

Context: the overall situation in which the language learning occurs.

Context clues: information available to a reader for understanding an unfamiliar word from the meaning of a sentence as a whole, familiar language patterns, the meaning of surrounding words and sentences, and the position and function of the word.

Continuation program: a foreign language program which builds on the language skills previously acquired by the student.

Controlled paragraphs: paragraphs written according to stated guidelines, e.g., a certain readability level, a certain purpose for writing such as self-description.

Cross-cultural: spanning more than one culture.

Courtesy formulae: polite or helpful conventional expressions or remarks such as “thank you,” “you are welcome,” and please.”

Dialogue journal: a notebook in which student and teacher communicate regularly in writing. The topic is usually chosen by the student who elect to write as much as he/she chooses. The teacher responds by asking questions, making comments but never correcting nor giving a grade.

Discrete item: test item which is assessed in isolation to see if a student has mastered a specific structure.

Educated native speaker: native speaker of the language who uses standard speech free of dialect, and slang.

Everyday words: words a student would use in commonplace situations at home or in school. It includes both tangible and intangible things and supports the communication needs of the child.

FLES: stands for Foreign Language in the Elementary Schools. It is a well-articulated, sequenced second language program for children. Classes are taught in the language. Listening, speaking, and culture are stressed during the primary grades, with reading and writing introduced when appropriate.

FLEX: stands for Foreign Language Exploration. It is a short-term exploratory program often found at the middle grades level. It is not articulated with the elementary nor with the high school program. Its main goals are to introduce the target culture and to motivate students to pursue further language study.

Function: the use of the language for an intended purpose, i.e., to give directions, to make a request, etc.

Functional objectives: objectives centered around the uses to which the language can be put, i.e., asking questions, expressing disagreement, etc.

Functional use: ability to communicate in the second language on topics appropriate to age level.

Graphic organizer: visual and verbal map of vocabulary and concepts and their relationships designed to assist learners in comprehending selections. Examples are Venn diagrams, webs, bar graphs, timelines, diagrams, flow charts, outlines, and semantic maps.

Immersion: an approach to foreign language instruction in which the regular curriculum is taught in the foreign language.

Inference: judgment or conclusion based on reasoning, i.e., reasoning by inference from given premises.

Language experience: approach to learning to read in which a group of students' own words or short oral compositions are written down and used as materials of instruction. The writing usually follows a shared experience.

Multicultural: addressing several cultures.

Multilingual: having more than one language.

Nonprint: symbols, words, pictures, and illustrations not in traditional print form such as those seen in computer programs and in the environment.

Novice: a beginning language learner.

Oral/aural: dealing with speaking and listening.

Pair activity: activity involving oral or written communication between two students.

Partial immersion: approach to second language instruction in which part (at least half) of the school day is conducted in the second language.

Pattern story: story characterized by predictable story lines and the repetition of phrases and rhythm and/or rhyme which enable children to make predictions about content.

Performance-based assessment: an assessment which requires the student to construct a response, create a product, etc. Performance-based assessment are open-ended and do not have a set response.

Pictionary: dictionary made up of pictures and symbols drawn to represent people, things, and events. It is used for pre-reading and pre-writing activities for students who are beginning to develop reading and writing skills.

Portfolio: a collection of student's work exhibiting the student's effort, progress or achievement. In a foreign language a portfolio could include: work samples, projects, performances, audio and/or video tapes, etc.

304

Print: symbols, words, pictures, and illustrations as seen in books, magazines, leaflets.

Proficiency: ability to communicate effectively in both oral and written forms in the cultures where the language is spoken. Proficiency is made up of three components: function, content, and accuracy.

Proficiency-based curriculum: curriculum centered around proficiency where vocabulary and grammar are not taught in isolation, but rather as tools to accomplish communicative goals in particular settings on particular subjects.

Rebus story: story in which some words are deleted and are instead replaced by drawings representing the missing words.

Rubric: a scoring guide composed of set criteria used to evaluate a student's performance, product, or project. The criteria describe the characteristics of the performance, product and/or project.

Story skeleton: organization of a story. It involves the identification of the characters, the place, the problem, the goal, as well as the delineation of the sequence of events leading to the resolution of the previously stated problem.

Target language: language being learned.

Total immersion: approach to second language instruction in which the entire school day is conducted in the second language.

Visual clues: visible information such as tangible objects, gestures, etc. which may assist a reader in gaining meaning from unfamiliar words.

Bibliography

American Classical League. *Standards for Classical Language Learning: Draft.* American Classical League, 1996.

American Council on the Teaching of Foreign Languages (ACTFL). *Standards for Foreign Language Learning: Preparing for the 21st Century.* Yonkers, NY: American Council on the Teaching of Foreign Languages, Inc., 1995.

_____________ . *ACTFL Proficiency Guidelines.* Yonkers, NY: American Council on the Teaching of Foreign Languages, Inc., 1989.

_____________/SCOLT. *Research Within Reach.* Athens, GA: Agee Publishers, 1985.

Articulation and Achievement: Connecting Standards, Performance, and Assessment in Foreign Language. New York, NY: The College Board, 1996.

Association for Supervision and Curriculum Development (ASCD). *ASCD Curriculum Handbook: A Resource for Curriculum Administrators from the Association for Supervision and Curriculum Development.* Alexandria, VA: ASCD, 1992.

Borchardt, Frank L. & Eleanor M. T. Johnson. *Calico Resource Guide for Computing and Language Learning.* Durham, NC: CALICO., 1995.

Burke, Kay. *How to Assess Authentic Learning.* Palatine, IL: IRI/Skylight Publishing, Inc., 1994.

Caine, R.N. & G. Caine. *Making Connections: Teaching and the Human Brain.* Alexandria, VA: Association for Supervision and Curriculum Development, 1991.

College Board. *Academic Preparation for College: What Students Need to Know and Be Able to Do.* New York, NY: College Board, 1983.

_____________ . *Academic Preparation in Foreign Language: Teaching for Transition from High School to College.* New York, NY: College Board, 1986.

Compton, Mary F. & Horace C. Hawn. *Exploration: The Total Curriculum.* Columbus, OH: National Middle School Association, 1993.

Curtain, Helena A. & Carol Ann Pesola. *Languages and Children - Making the Match.* White Plains, NY: Longman Publishing Group, 1994.

Curwin, Richard L. & Allen N. Mendler. *Discipline with Dignity.* Alexandria, VA: Association for Supervision and Curriculum Development, 1988.

Evertson, Carolyn M., Edmund T. Emmer, Barbara S. Clements, Julie P. Sandord, Murray E. Worsham. *Classroom Management for Elementary Teachers*. Englewood Cliffs, NJ: Prentice-Hall, Inc., 1984.

Evertson, Carolyn M., Edmund T. Emmer, Barbara S. Clements, Julie P. Sandord, Murray E. Worsham. *Classroom Management for Secondary Teachers*. Englewood Cliffs, NJ: Prentice-Hall, Inc., 1984.

Finocchiaro, Mary,& Michael Bonomo. *The Foreign Language Learner: A Guide for Teachers*. New York, NY: Regents Publishing Company, Inc. 1973.

Florida Department of Education. *Florida Curriculum Framework: Foreign Languages*. Tallahassee, FL: Florida Department of Education, 1996.

Forgarty, Robin, David Perkins, & John Barell. *How to Teach for Transfer.* Palatine, IL: IRI/Skylight, Inc., 1992.

Fogarty, Robin. *How to Integrate the Curricula*. Palatine, IL: IRI/Skylight, Inc., 1991.

Freeman, L. M. and L. L. Gregory. "Language Programs at the Middle-Level: Some Design Considerations." *NASSP Bulletin*. Reston, VA: National Association of Secondary School Principals, 1990.

Galloway, Vicki & C. Herron (Eds). *Research Within Reach II*. Valdosta, GA: Southern Conference on Language Teaching, 1995.

Hirsch, Bette. *Languages of Thought: Thinking, Reading, and Foreign Languages*. New York, NY: The College Board, 1989.

Kim, Eugene C. & Richard D. Kellough. *Resource Guide for Secondary School Teaching*. 1983.

Klein, Richard B. & Sam L. Slick. *Managing the High School Foreign Language Department: A Handbook for Teachers and Administrators*. Lincolnwood, IL: National Textbook Company, 1996.

LaFleur, R. A. (Ed) *The Teaching of Latin in American Schools*. Atlanta, GA: Atlanta School Press, 1987.

Lazear, David. *Seven Ways of Teaching*. Palatine, IL: IRI/Skylight, Inc., 1991.

Lipton, Gladys. *Elementary Foreign Language Programs: FLES*: An Administrator's Handbook*. Lincolnwood, IL: National Textbook Company, 1992.

Marzano, Robert J, Daisy E. Arredondo & Ronald S. Brandt. *Dimensions of Learning*. Alexandria, VA: Association for Supervision and Curriculum Development.

Marzano, Robert J. *A Different Kind of Classroom: Teaching with Dimensions of Learning*. Alexandria, VA: ASCD, 1992.

Met, Myriam. "Learning Language through Content: Learning Content through Language." *Foreign Language Annals,* 24, no. 4, 1991.

North Carolina Department of Public Instruction. *Standard Course of Study.* Raleigh, NC: Department of Public Instruction, 1995.

______________ *Second Language Studies: Teacher Handbook.* Raleigh, NC: Department of Public Instruction, 1994.

______________ *Building Bridges: A Guide to Second Languages in the Middle Grades.* Raleigh, NC: Department of Public Instruction, 1991.

______________ *Procedures Governing Programs and Services for Students with Special Needs.* Raleigh, NC: Department of Public Instruction, 1996.

______________ *Foreign Language on the Block.* Raleigh, NC: Department of Public Instruction, 1996.

______________ *Handbook on Specific Learning Disabilities.* Raleigh, NC: Department of Public Instruction, 1991.

Omaggio, Alice C. *Teaching Language in Context: Proficiency-Oriented Instruction.* Boston, MA: Heinle and Heinle, 1993.

Oxford, Rebecca. *Language Learning Strategies: What Every Teacher Should Know.* New York, NY: Newbury House, 1990.

Portfolio Assessment in Foreign Language Evansville-Vanderburgh School Corporation. Evansville, IN: EVSC, 1993.

Scales, Peter C. *A Portrait of Young Adolescents in the 1990s.* Carrboro, NC: Center for Early Adolescence, 1991.

Scott, Virginia M. *Rethinking Foreign Language Writing.* Boston, MA: Heinle and Heinle Publishers, 1996.

Seelye, H. Ned. *Teaching Culture: Strategies for Intercultural Communication.* Lincolnwood, IL: National Textbook Company, 1993.

Shockley, Robert & Linda Sevier. "Behavior Management in the Classroom: Guidelines for Maintaining Control." *Schools in the Middle,* 1991.

Short, Deborah J. *How to Integrate Language and Content Instruction: A Training Manual.* Washington, DC: Center for Applied Linguistics, 1991.

308

Smith, W. F. (Ed). *Modern Media in Foreign Language Education: Applications and Projects* (ACTFL Foreign Language Education Series, Volume 18.) Lincolnwood, IL: National Textbook Company, 1991.

Stevenson, Chris & Judy F. Carr (Eds). *Integrated Studies in the Middle Grades: Dancing Through Walls.* New York, NY: Teachers College Press, 1993.

Wlodkowski, Raymond J. *Motivation and Teaching.* Washington, DC: National Education Association, 1978.

Instructional and Accountability Services
Instructional Services
Second Languages, ESL, Information and Computer Skills
Fran Hoch, Section Chief (919) 715-1797
Bernadette Morris, Second Language Consultant (919) 715-1798